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ABSTRACT

The Maryland State Department of Education (MSDE) launched the "Maryland and Your World" project in 1983. The purpose of this project is to assist local school systems in implementing guidelines established by MSDE's curricular framework for the social studies. Goal four of this framework focuses on the ideas, institutions, and processes that operate in a global setting. Traditionally, social studies programs include international education with the study of world history, world culture, and world geography courses. It is the intent of this project to demonstrate ways that states and local communities can be studied within an international context. The five learning units designed for grades 4-8 each include: (1) content description; (2) student behavioral objectives; (3) vocabulary list of important terms; (4) suggested activities list; (5) student resource list; (6) reference materials; (7) teaching procedures; and (8) student resource sheets. Unit 1 focuses on Maryland as a world community, and students examine local community linkages to the world and increase their awareness of these connections as a component of global interdependence. In unit 2, students explore events from three centuries of Maryland ports and ships and analyze them to understand the continuing international ties with their state. After studying the immigrant experience and its impact on Maryland in unit 3, unit 4 traces Maryland's West Africa connection to develop in students an understanding of the international impact of the emigration of free blacks from Maryland to the Republic of Liberia in the 19th century. Unit 5 examines Maryland's role as both a home and host to multinational corporations, identifies the issues that confront these corporations, and develops an awareness of the extent to which multinationals influence the local community. (CK)

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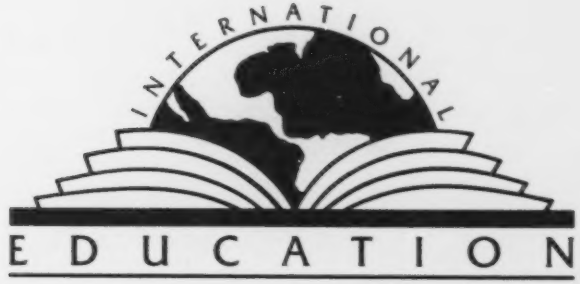
Maryland and Your World



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The Maryland State Department of Education launched the *Maryland And Your World* project in 1983. The purpose of this project is to assist local school systems in implementing guidelines established by the Department's curricular framework for the social studies.

The curricular framework for the social studies, published in 1983, describes the intended outcomes of local school system social studies programs. Goal four of the framework focuses on the ideas, institutions and processes that operate in a global setting. It states that social studies programs should "...help students understand and appreciate the history and diversity of world cultures, the reality of human interdependence, and the need for world cooperation."*

Traditionally, social studies programs include international education content within the study of world history, world cultures, and world geography courses. It is the intent of this project, through its units of study and resources, to demonstrate ways that state and local communities can be studied within an international context. It is hoped that the study of these units will result in student understanding and appreciation of how individuals and local communities continue to interact culturally, economically, and politically with the world community.

**Social Studies: A Maryland Curricular Framework.* Baltimore, Maryland: Maryland State Department of Education, 1983.

A major approach to creating an environment for students that promotes learning is to relate what is learned in the classroom to what is occurring in the students' lives and in the world around them. *Maryland And Your World* attempts to identify some of the connecting themes from an international perspective.

The five learning units are designed for grades 4-8. Each unit includes:

A content description;
Student behavioral objectives;
A vocabulary list of important terms;
List of suggested activities;
List of student resources;
Reference materials;
Teaching procedures; and
Student resource sheets.

UNIT ONE: Maryland – A World Community

Students will examine local community linkages to the world and increase their awareness of these connections as a component of global interdependence.

UNIT TWO: Three Centuries of Maryland Ports and Ships

Students will examine events from three centuries and analyze them to understand the continuing international ties with their state.

UNIT THREE: A World in Miniature – Maryland Immigrants

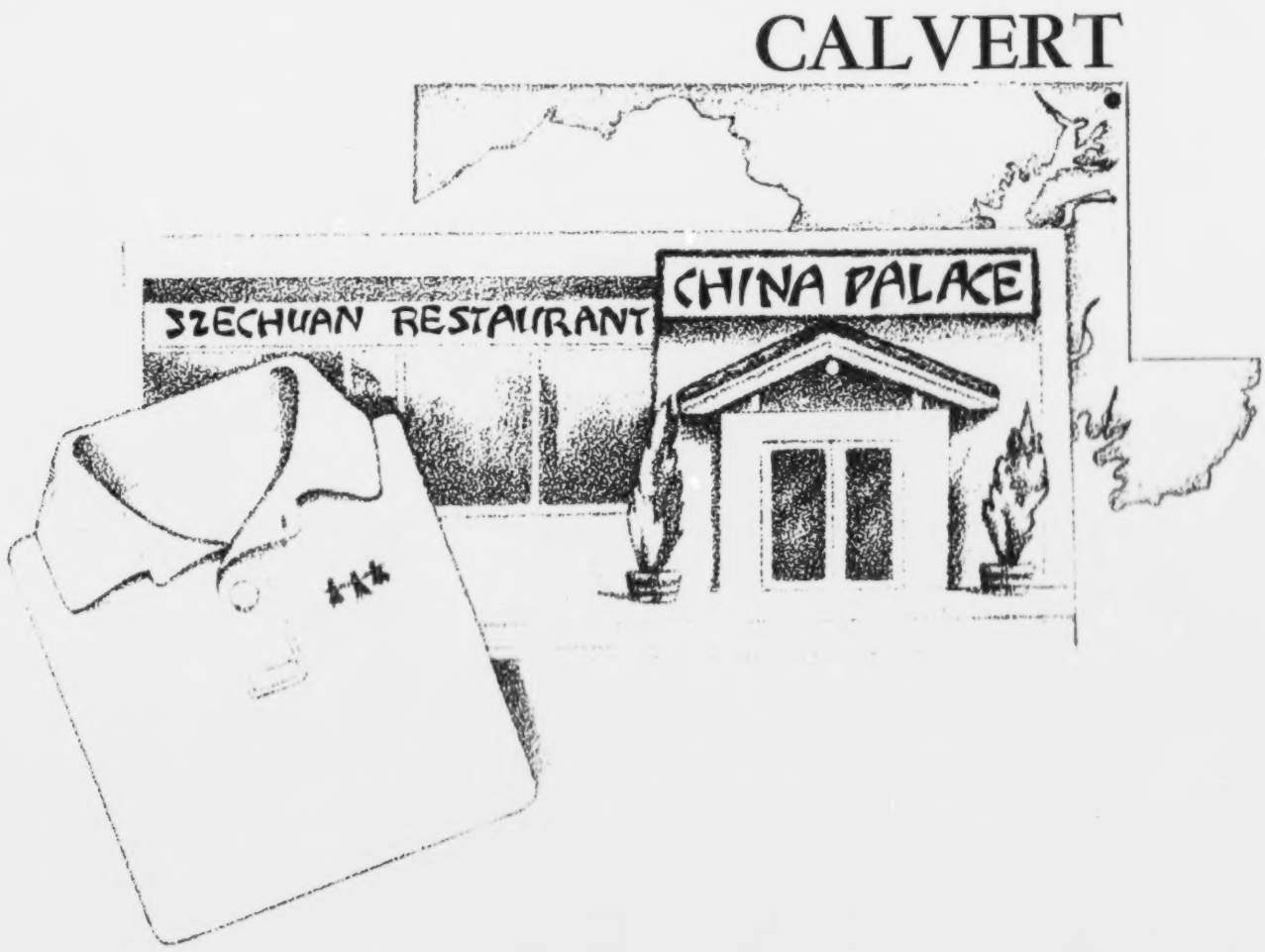
Students will examine the immigrant experience and its impact on Maryland.

UNIT FOUR: Maryland's West Africa Connection

Students will develop an understanding of the international impact of the emigration of free Blacks from Maryland to the Republic of Liberia in the 19th century.

UNIT FIVE: Multinationals, Maryland, and the World

Students will examine Maryland's role as both a home and host to multinational corporations, identify the issues which confront these corporations, and develop an awareness of the extent that multinationals influence the local community.


CALVERT
SZECHUAN RESTAURANT
CHINA PALACE

I. CONTENT

In this unit students will examine evidence in their local communities that supports Maryland's interdependence in the world setting. Designed to heighten students' awareness, the activities explore the influence of the international community on Maryland's communities. Three facets of this interdependence are explored:

Names of Maryland towns that reflect an international influence,

The impact of international trade on everyday life in Maryland, and

Religion, entertainment and food as examples of continuous international linkages in the local community.

II. OBJECTIVES

Students will:

1. Locate Maryland towns with international town names and identify their linguistic origins.
2. Make generalizations about international trade in the clothing industry.
3. Describe some benefits as well as some difficulties created by international trade.
4. Investigate selected international influences in their local community and represent the local community's international linkages on a world map.

II. VOCABULARY

abroad
brand name
domestic goods
ethnic
export
immigrant
import
international
linguistic origin
mosque
synagogue
synthetic

IV. SUGGESTED ACTIVITIES

The following suggested activities are included in this unit:

ACTIVITY A: A Maryland Road Map to the World

ACTIVITY B: The Trade Connection

ACTIVITY C: An International Community

V. STUDENT RESOURCES

The following materials are included in the student resources section at the end of this unit:

Student Resource 1.1	International Town Names in Maryland
Student Resource 1.2	International Clothes Closet Checklist
Student Resource 1.3	International Community Checklist – The Grocery Store
Student Resource 1.4	International Community Checklist – Ethnic Restaurants
Student Resource 1.5	International Community Checklist – Churches, Mosques, and Synagogues
Student Resource 1.6	International Community Checklist – Movie Theaters
Student Resource 1.7	International Community Checklist – The Record Store

Student resources to be obtained by the teacher:

World Political Outline Map
Maryland Official Highway Map

VI. REFERENCES

Maryland Department of Transportation. State Highway Administration. *Maryland Official Highway Map.* Annapolis, MD: State Highway Administration, Printing Office.

Espenshade, Edward. *Goode's World Atlas.* Chicago: Rand McNally and Co., 1982.

ACTIVITY A: A Maryland Road Map to the World

OBJECTIVES

Students will locate Maryland towns with international names on a map and identify their linguistic origins.

TEACHING PROCEDURES

To prepare for the activity, the teacher should review map orientation and compass points. Basic map skills are essential for this activity. Next, the teacher should duplicate Student Resource 1.1 and obtain one Maryland Official Highway Map for every two students. (See Reference page 2)

Divide the class into five or more groups. Distribute a copy of Student Resource 1.1 to each student and a Maryland road map to every other student. Review the use of the map key and symbols. From the resource sheet, assign to each group at least four Maryland towns to locate on the map. Students should record the Maryland county for each city on the chart. Ask student groups to share their findings with the rest of the class..

To identify the linguistic origin of the town names use the clues listed below.

Spanish names often begin with either "el" or "la" and often end with "i" or "o". (ex. Eldorado)

French names often begin with "le" or "la" and often end with "vue" or "bois". (ex. Bellevue)

The French name for harbor is "havre". (ex. Havre de Grace)

"Wick", "bury", and "boro" (borough) are common endings of English town names. (ex. Hillsboro)

"Burg" is the German word for town. (ex. Federalsburg)

Settlers often named their towns after cities of their home country. (ex. Dundalk, Westminster)

The group responses should be recorded on the chalkboard and justification for answers given. Students should correct any incorrect answers on their resource sheets and add missing information.

Ask students to identify geographic areas in the state that have place-names reflecting specific nations. Students may also wish to interview relatives and neighbors for additional information. Students may then report their findings to the class and discuss reasons the early immigrants had for settling in specific areas.

Ask students to research an early Maryland immigrant group and report to the class the conditions in that group's native country that influenced persons to immigrate. If possible, ask students to interview recent Maryland immigrants and compare their reasons for immigration with those of earlier immigrants.

Ask students to create a display depicting Maryland's linguistic connections on a world map. Stretch yarn from each Maryland town to each country of origin on a bulletin board. Color code, if possible.

As an additional activity, students may create a display showing the international origins of their class. Appropriate pictures or other symbols should be used for this display.

ACTIVITY B: The Trade Connections

OBJECTIVES

Students will:

1. Make generalizations about international trade in the clothing industry.

2. Describe some benefits as well as some difficulties created by international trade.

Distribute Student Resource 1.2. For homework, ask students to make a clothing survey and find at least ten items made abroad. Students should list their findings in the appropriate columns on the resource sheet.

After students have completed the resource sheet, distribute an outline map of the world and an atlas to each student. Students should locate and mark the following on the map: (1) the countries that manufactured students' personal clothing, and (2) one of the countries that is a chief producer of each raw material from which the students' personal clothing was made. Since students may not be able to determine the origin of the raw materials, students should choose one of the world's chief producers. The completed map will reflect the international origins of the students' clothing.

Discuss with students the following questions: What are some reasons your clothing comes from many countries? What are some benefits of getting clothing from other countries? What are some problems? What are some other items we use in our daily lives that are manufactured abroad? In the future, do you think the clothing you wear that is from foreign countries will increase or decrease? Explain your answer.

ACTIVITY C: An International Community Checklist

OBJECTIVES

Students will investigate selected international influences in their local community and represent the local community's international linkages on a world map.

To investigate international influences in students' local community, divide the class into five groups. Assign and distribute to each group one topic to survey (Student Resources 1.3 through 1.7). Surveys may be researched individually, but should be completed as a group.

To compile the information researched, place on the chalkboard a chart titled, "International Influences in My Community" and the four column headings below:

Clothing	Religion
Food	Entertainment

As students report on the survey findings, record the countries identified under the appropriate column. Retain the chart for use in a later activity.

Ask students to draw conclusions about the results of this survey and about Maryland and our world today.

As an additional activity, ask students to design a wall display. Students should show on a large world map the information compiled on the chart, "International Influences in My Community." A color key representing four categories of influence or a picture symbol appropriate to the category represented should be developed. The appropriate color or picture symbol should be placed at the country's location on the world map. Students should select an appropriate title for their maps.

Discuss with students various ways the class could learn more about international influences in the local community such as the following:

Research customs and traditions of different ethnic groups in the community.

Compare regional Maryland folklore with that from other countries.

Start an exploratory language program to hear, speak, and understand the sounds and phrases of several different languages.

Plan a field trip to highlight the ethnicity of Maryland. Eat at an ethnic restaurant.

Hold an international fair at the school featuring ethnic food specialties.

Invite an international visitor to speak to the class.

Attend ethnic festivals in the community.

Listen to music from different countries in class.

Learn a folk dance from another country and ask students to demonstrate it to another class.

Invite a dance group to demonstrate ethnic and folk dances to the class and model traditional dress.

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INTERNATIONAL TOWN NAMES IN MARYLAND

DIRECTIONS: Fill in the chart below by following your teacher's directions and answering the following questions: Where are the following towns located in Maryland? What foreign country also has this town name? What language(s) are spoken in the foreign country?

MARYLAND TOWN	MARYLAND COUNTY	FOREIGN COUNTRY LANGUAGE(S) SPOKEN
1. Lonaconing		
2. Leitersburg		
3. Monrovia		
4. Westminster		
5. Mexico		
6. Lisbon		
7. Goshen		
8. Silesia		
9. Glen Burnie		
10. Sherwood Forest		
11. La Plata		
12. Dubois		
13. Dunkirk		
14. Beauvue		

INTERNATIONAL TOWN NAMES IN MARYLAND

DIRECTIONS: Fill in the chart below by following your teacher's directions and answering the following questions: Where are the following towns located in Maryland? What foreign country also has this town name? What language(s) are spoken in the foreign country?

MARYLAND TOWN	MARYLAND COUNTY	FOREIGN COUNTRY LANGUAGE(S) SPOKEN
15. Dundalk		
16. Aberdeen		
17. Havre de Grace		
18. Cardiff		
19. Warwick		
20. Calvert		
21. Sassafras		
22. Kingstown		
23. Bethlehem		
24. Eldorado		
25. Cokesbury		
26. Royal Oak		
27. Berlin		

INTERNATIONAL TOWN NAMES IN MARYLAND

	MARYLAND TOWN	MARYLAND COUNTY	FOREIGN COUNTRY LANGUAGE(S) SPOKEN
1.	Lonaconing	Allegany	Scotland/English and Scots Gaelic
2.	Leitersburg	Washington	West Germany/German
3.	Monrovia	Frederick	Liberia/English
4.	Westminster	Carroll	England/English
5.	Mexico	Carroll	Mexico/Spanish
6.	Lisbon	Howard	Portugal/Portuguese
7.	Goshen	Montgomery	Israel/Hebrew
8.	Silesia	Prince George's	Poland/Polish
9.	Glen Burnie	Anne Arundel	Scotland/English and Scots Gaelic
10.	Sherwood Forest	Anne Arundel	England/English
11.	La Plata	Charles	Spain/Spanish
12.	Dubois	Charles	France/French
13.	Dunkirk	Calvert	France/French
14.	Beauvue	St. Mary's	France/French

INTERNATIONAL TOWN NAMES IN MARYLAND

	MARYLAND TOWN	MARYLAND COUNTY	FOREIGN COUNTRY LANGUAGE(S) SPOKEN
15.	Dundalk	Baltimore	Scotland/English and Scots Gaelic
16.	Aberdeen	Harford	France/French
17.	Havre de Grace	Harford	France/French
18.	Cardiff	Harford	Wales/Welsh and English
19.	Warwick	Cecil	England/English
20.	Calvert	Cecil	Canada/French and English
21.	Sassafras	Kent	Australia/English
22.	Kingstown	Queen Anne's	St. Vincents and the Grenadines/ English
23.	Bethlehem	Caroline	Jordan/Arabic and English
24.	Eldorado	Dorchester	Spain/Spanish
25.	Cokesbury	Somerset	England/English
26.	Royal Oak	Wicomico & Talbot	England/English
27.	Berlin	Worcester	East and West Germany/German

INTERNATIONAL CLOTHES CLOSET SURVEY

DIRECTIONS: Identify at least ten items of your clothing that were made outside the U.S.A. Use the clothing labels to find the manufacturing country of the garment and the fiber content. Since students may not be able to determine the exact origin of the raw materials, choose one of the world's chief producers of the raw material to list in the last column. (Use the information at the bottom of this page and a world atlas to assist you.)

CLOTHING ITEMS	COUNTRY WHERE MANUFACTURED	CONTENT OF FIBER	CHIEF PRODUCER OF RAW MATERIAL
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Man-Made Fibers

Nylon, acrylic, polyester, and spandex are synthetic fibers made from coal or petroleum. The chief producers of petroleum are the Soviet Union, Saudi Arabia, U.S.A., and Nigeria. The world's leading producers of coal are the Soviet Union, U.S.A., China, and East Germany.

Rayon and acetate are cellulosic fibers. These fibers are made from cellulose which comes from cotton and wood pulp. The chief producers of cotton are the U.S.A., Soviet Union, China, and India. The Soviet Union and Canada are the leading producers of wood pulp. Australia, New Zealand, and the United Kingdom are major wool producers.

A. INTERNATIONAL COMMUNITY CHECKLIST – The Grocery Store

DIRECTIONS: Visit a grocery store. Many items there come from other countries. Locate the brand name, the country of origin, or (if it was packaged in the U.S.A.) what ethnic group or nationality created that food.

PRODUCT	BRAND NAME	COUNTRY OF ORIGIN or ETHNIC GROUP
1. Baklava (frozen or bakery)		
2. Bananas		
3. Chow Mein		
4. Coffee		
5. Dijon style mustard		
6. Garbanzo beans		
7. Mandarin oranges (canned)		
8. Matzo		
9. Olives		
10. Pita bread		
11. Pizza (frozen or mix)		
12. Sardines (canned)		
13. Tea bags		

B. INTERNATIONAL COMMUNITY CHECKLIST — Churches, Mosques, and Synagogues

DIRECTIONS: The chart below lists some of the major religions of the world found in your community. How many can you find? Use the yellow pages of the telephone directory or other sources to assist you.

MAJOR RELIGIONS/ RELIGIOUS DENOMINATIONS	COUNTRY OF ORIGIN OR ASSOCIATION	NAME OF CHURCH OR INSTITUTION	INTERNATIONAL ACTIVITIES
African Methodist Episcopal	United States		
Baptist	Great Britain/U.S.		
Catholic	Italy		
Episcopal	Great Britain		
Greek Orthodox	Greece		
Hindu	India		
Judaism	Israel/Middle East		
Lutheran	Germany		
Methodist	Great Britain/U.S.		
Islam	Saudi Arabia		
Presbyterian	Great Britain/Scotland		
Russian Orthodox	Russia		
Shinto	Japan		

C. INTERNATIONAL COMMUNITY CHECKLIST – Ethnic Restaurants

DIRECTIONS: Locate ethnic restaurants in the community. See if you can find an example of each type below. If possible, ask the manager or chef what is the most popular dish served there.

COUNTRY OF ORIGIN	SPECIALTY FOOD	NAME OF RESTAURANT
1. China		
2. Ethiopia		
3. France		
4. Germany		
5. Greece		
6. India		
7. Israel		
8. Italy		
9. Jamaica		
10. Japan		
11. Mexico		
12. Phillipine Islands		
13. Spain		
14. Vietnam		

D. INTERNATIONAL COMMUNITY CHECKLIST – Movie Theaters

DIRECTIONS: Check theaters in your community to see if any foreign movies are being shown. Complete the information on the chart.

	MOVIE THEATER	MOVIE	COUNTRY OF ORIGIN
1.			
2.			
3.			

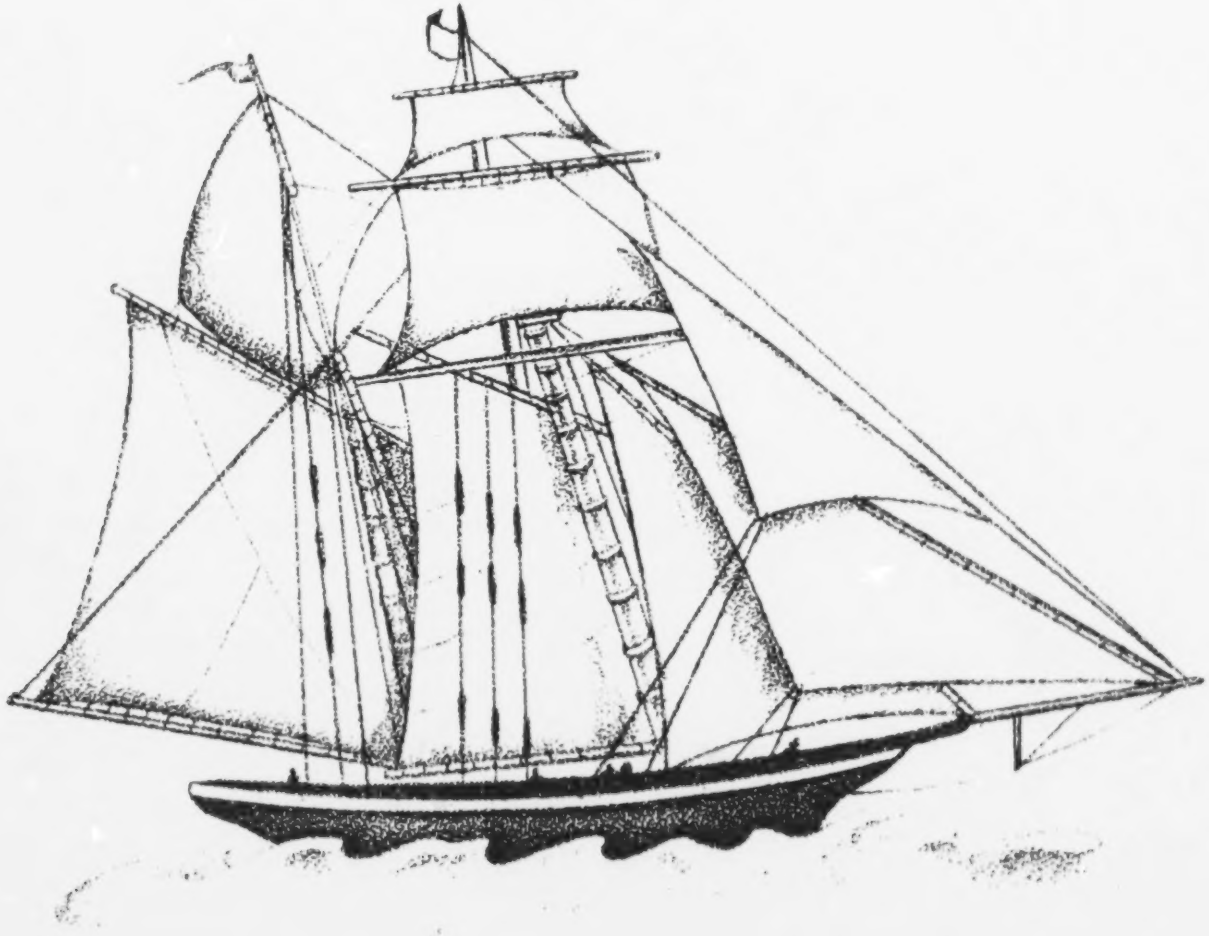
E. INTERNATIONAL COMMUNITY CHECKLIST – The Record Store

DIRECTIONS: Visit a record store to complete this checklist. Try to find a performer or group for each of the countries listed. You may wish to add others.

COUNTRY	PERFORMER OR GROUP	NAME OF RECORD
1. Australia		
2. Brazil		
3. Canada		
4. Egypt		
5. England		
6. France		
7. Germany		
8. Greece		
9. Ireland		
10. Italy		
11. Jamaica		
12. Japan		
13. Mexico		
14. Poland		
15. Scotland		
16. Spain		
17. Union of South Africa		

UNIT TWO

THREE CENTURIES OF MARYLAND PORTS AND SHIPS



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I. CONTENT

In this unit students will examine the development of Maryland's shipping industry over three centuries. The information provided focuses on international events that contributed to the development of Maryland's shipping industry and the influences world economic and political events continue to have on Maryland's ports. Three facets of this international relationship are explored:

The 18th century economic and political events in Europe that affected the growth and decline of Maryland ports.

International events during the 18th and 19th centuries that led to the building of Baltimore's clipper ships and the ways in which these clippers, in turn, influenced the world economy and politics, and

The industries and facilities composing the 20th century port of Baltimore that reflect the port's interdependence with other countries of the world.

II. OBJECTIVES

Students will:

1. Explain ways that competing local and international demands in the 18th century influenced Maryland ports.
2. Describe world economic and political events of the 19th century which contributed to the growth and decline of Baltimore's clipper ship industry.
3. Discuss the ways that Baltimore's clipper ships influenced economic and political events of the world during the 19th century.
4. Identify examples of Maryland's interdependence with other countries during the 20th century.

III. VOCABULARY

asset
blockade
clipper
colony
commerce
containerized
export
import
interdependence
maneuver
port
port of entry
privateers
shallow
Revoluntionary War
War of 1812

IV. SUGGESTED ACTIVITIES

The following suggested activities are included in this unit:

ACTIVITY A: The Rival Ports of Annapolis and Baltimore

ACTIVITY B: Locating Maryland's Ports and Ships

ACTIVITY C: The 19th Century Maryland Clipper Ship

ACTIVITY D: The 20th Century Port of Baltimore

V. STUDENT RESOURCES

The following materials are included in the student resource section at the end of this unit:

Student Resource 2.1 Maryland Grows – A Timeline

Student Resource 2.2 A, B, C, D, E The Rival Ports of Annapolis and Baltimore – A Role Play

Student Resource 2.3 Map of Maryland

Student Resource 2.4 Maryland's Ports – A Major Events Timeline

Student Resource 2.5 The Growth of Baltimore

Student Resource 2.6 The Baltimore Clippers

Student Resource 2.7 Major Features of the 20th Century Port of Baltimore

Student Resource 2.8 20th Century Port of Baltimore Map

Student resources to be obtained by the teacher:

World Political Outline Map

VI. REFERENCES

Brown, GAry. *Baltimore in the Nation 1789-1861.* Chapel Hill: University of North Carolina Press, 1980.

Manakee, Harold R. *Maryland: A Student's Guide to Localized History.* New York: Teacher's College Press, 1968.

Robinson, Ralph J. *The Baltimore Clippers.* Baltimore: Maryland Historical Society, undated.

Keith, Robert C. *Baltimore Harbor – A Pictorial History.* Baltimore: Ocean World Publishing Company, 1982.

Rollo, Vera F. *Your Maryland.* Lanham: Maryland Historical Press, 1985.

ACTIVITY A: The Rival Ports of Annapolis and Baltimore

OBJECTIVE

Students will explain ways that competing local and international demands in the 18th century influenced Maryland ports.

TEACHING PROCEDURES

To identify key historical events contributing to the growth of Maryland, display a transparency of Student Resource 2.1. Discuss with students the historical importance of commerce in Maryland. (See the reference section for additional reading on the growth of Baltimore.)

To understand the conflict that developed between the ports of Baltimore and Annapolis during the 18th century, ask students to role play or dramatize Marylanders of that period.

Divide the class into four citizen groups:

the tobacco planters of Maryland

the merchants of Annapolis

the wheat farmers of Maryland

the merchants of Baltimore

Distribute Student Resource 2.2A and the appropriate role-play description from Student Resource 2.2B-E to each group.

To reach majority agreement on increasing the export of tobacco or wheat, ask students to complete the steps outlined on the student resource.

To assist students in understanding the steps required to reach majority agreement on increasing the export of tobacco or wheat, you may wish to graphically depict the steps on the chalkboard.

After the vote the teacher should distribute Student Resource 2.5 to all students and discuss the growth of Baltimore with them. Additional arguments should be added to the list on the chalkboard. Poll the class to see how many students want to change their vote.

The teacher should then debrief the class about the role-play by conducting a discussion focusing on the following questions. Students should record the questions and answers.

Why was Annapolis a major port during the early 18th century?

What impact did the demand for sugar in England and the rest of Europe have on Maryland's export trade?

What impact did the sugar plantations of the West Indies have on Maryland's export trade?

Why did Baltimore surpass Annapolis as Maryland's major port between 1740 and 1783?

How did British actions during the Revolutionary War influence the growth and importance of Baltimore?

ACTIVITY B: Locating Maryland Ports and Ships

OBJECTIVE

Students will describe world economic and political events of the 19th century which contributed to the growth and decline of Baltimore's clipper ship industry.

TEACHING PROCEDURES:

Make a transparency of the clipper ship and display it on the overhead projector; use the unit cover for this purpose. Brainstorm with students to assess their knowledge of clipper ships, and discuss with students the ways that clipper ships influenced the development of Maryland's ports. The discussion should include the colonists' early dependence upon the Chesapeake Bay. It was along the shores of the Bay and its tributaries that the earliest settlements grew, and ships provided the only link between the United States and Europe. The ships brought needed supplies and "luxuries" that were not available in the new land and eventually carried goods produced in the colony to Europe. As settlers moved northward on the Bay and the population center shifted, ships had to travel up to several hundred miles farther north on the Chesapeake with new arrivals, trade goods, and news from Europe.

As you conclude the introductory discussion of the colonists' dependence on the Bay, ask students to speculate on whether speed would be an asset to trade. Would ships that were easily maneuvered in shallow water be an asset? Point out that ports near the northern section of the Bay were more shallow.

Distribute a copy of Student Resource 2.3; ask students to refer to the resource during the discussion. Students should retain Student Resource 2.3 for use in a later activity.

Distribute Student Resources 2.4, 2.5, and 2.6. Students should follow the directions on Student Resource Sheet 2.4A.

As an additional activity, ask the class to make a large timeline that illustrates the appropriate events for the dates. Two possible ways of making the timeline are:

Ask students to use letters A-H, to represent each of the events on the timeline. A key should be made to indicate what each letter represents.

Ask students to create picture symbols representing the eight different events and to draw the symbols on the timeline for the appropriate dates. Include a key.

As students complete the activities in this unit, have them refer to their timeline to note the sequence of events.

Students will need two copies of Student Resource 2.3 to complete the following activity. One copy of the resource was distributed in Activity B. Place on the chalkboard or transparency the list of traditional tobacco growing and wheat growing regions of Maryland in the 18th century. On the first copy of Student Resource 2.3 have students use a color or cross-hatch code to complete the map indicating the two areas.

Point out that county boundaries in the 1700s did not coincide with present day county boundaries. Some counties did not even exist. (For example, prior to 1772, Baltimore County consisted of the present county plus Harford, Howard, and part of Carroll County.) Since tobacco was grown to some extent in each county, some overlapping of tobacco and wheat producing counties occurred.

Traditional Tobacco Growing Areas – 1700s

Included the present-day counties of:

St. Mary's
Charles
Calvert
Prince George's
Anne Arundel
Dorchester
Talbot
Caroline
Queen Anne's
Kent

Traditional Wheat Growing Areas – 1700s

Included the present-day counties of:

Harford
Baltimore
Howard
Montgomery
Carroll
Frederick
Washington

On the second copy of Student Resource 2.3, students should identify the Baltimore clipper ship building centers. Place on the chalkboard the following list of Baltimore clipper ship building centers that existed during the 18th and 19th centuries. Since the names of many of the shipyards do not coincide with existing towns, ask students to identify only the counties in which the colonial shipbuilding sites were found. Students should shade or cross-hatch the identified counties:

Anne Arundel
Baltimore
Kent
Queen Anne's
Talbot
Dorchester

ACTIVITY C: The 18th and 19th Centuries Baltimore Clipper Ship

OBJECTIVE

Students will discuss the ways that Baltimore's clipper ships influenced economic and political events of the world during the 19th century.

TEACHING PROCEDURES

Re-distribute Student Resource 2.6. Ask students to use the resource sheet to identify major international events that influenced the construction of clipper ships in Maryland. Also ask students to identify the major ways that the clipper ships influenced world political and economic events during the 18th and 19th centuries. Due to the length of Student Resource 2.6, teachers might divide the reading into smaller segments. Teachers should review the focusing questions with students. (Resource 2.6)

As a summary activity, ask students to complete one of the following projects. Completed projects should be presented to the class for discussion.

A poster advertising the services of the clipper ship to the world of the 19th century.

A mural illustrating ways that international, economic, and political events of the 18th and 19th centuries influenced the building of clipper ships in Maryland.

Song lyrics describing the experiences of sailors who sailed the clipper ships.

A visit from a Baltimore Pride I or Pride II crew member to speak with the class about what it is like to sail on a clipper ship.

ACTIVITY D: The 20th Century Port of Baltimore

OBJECTIVE

Students will identify examples of Maryland's interdependence with other countries during the 20th century.

TEACHING PROCEDURES

Distribute Student Resources 2.7 and 2.8. The major features of the international facilities listed on Resource 2.7 should be discussed with students. Ask students to locate the international facilities on resource 2.8.

As an additional activity, plan a field trip on the Chesapeake Bay. Included among the organizations offering field trips for school groups are the following:

Chesapeake Bay Foundation
(301) 269-0481

Baltimore Port Authority
(301) 333-4556

Lady Maryland Foundation
(301) 836-0862

As a class summary of this unit, ask each student to list at least five examples of Maryland's interdependence with other areas of the world during the 18th, 19th, and 20th centuries. Record student responses on the chalkboard.

MARYLAND GROWS – A TIME LINE

1608	Captain John Smith explores the waters of the Chesapeake Bay. His diaries and maps will aid future settlers.
1631	William Claiborne builds a trading post on Kent Island. Trade with Indian tribes such as the Nanticokes is established. A tradition of water commerce begins.
1632	Cecilius Calvert, the Second Lord Baltimore, is granted a Maryland charter. The Maryland Colony is established.
1634	The *Ark* and the *Dove* arrive in Maryland waters with the first permanent settlers. The population is centered in the southern part of the colony.
1650s	Tobacco growth and trade is firmly established in southern Maryland.
1694	The capital of Maryland changes from St. Mary's City to Annapolis. The population shifts farther north.
1729	Founders establish the first Baltimore (Baltimore Town) at the head of the Chesapeake Bay. The population and center of commerce moves northward again.
1767	Surveyors complete the Mason-Dixon Line. This line divides our nation's northern and southern states. The line was drawn between Maryland and Pennsylvania.

THE RIVAL PORTS OF ANNAPOLIS AND BALTIMORE – A ROLE-PLAY

A Role-Play of 1780 Maryland

Setting: Four groups of Marylanders are meeting in Annapolis during the summer of 1780 to decide on ways to increase exports from the state. The Revolutionary War has continued to drag on without conclusion and has drained much of the wealth from the economy of the state. The opinion of the Marylanders in Annapolis is divided. They agree that an increase in exports is needed, but cannot agree whether to increase exports in wheat or in tobacco. Which will it be? Role play these Marylanders in 1780 Annapolis and find out!

STEPS FOR THE ROLE-PLAY

1. You are a member of one of four groups:

   the tobacco growers
   the merchants of Annapolis
   the wheat farmers
   the merchants of Baltimore.

2. Pick a spokesperson and a secretary to take notes for your group.

3. Each person in your group should read the assigned role-play and discuss the following questions. Write your answers on this sheet.

Are you in favor of increasing the export of wheat?
Yes _____ No _____ If yes, why?

_____
_____
_____
_____
_____

Are you in favor of increasing the export of tobacco?
Yes _____ No _____ If yes, why?

_____
_____
_____
_____
_____

4. When your groups have discussed and recorded your answers, the formal meeting in 1780 Annapolis will begin.

5. During the meeting your spokesperson should argue the group's position on increasing the export of wheat or tobacco.

6. The group's recorder should place the arguments on the board.

7. The class should discuss the arguments and decide which are facts and which are opinions. These should be marked (F) or (O).

THE RIVAL PORTS OF ANNAPOLIS AND BALTIMORE – A ROLE-PLAY

8. The class should vote to increase the export of tobacco or wheat.

9. Read further in this unit to find out whether wheat increased or tobacco.

THE TOBACCO PLANTERS OF SOUTHERN MARYLAND AND THE EASTERN SHORE

My name is **Samuel Bordley** – Samuel Bordley of Port Tobacco. I am a Quaker, and I believe in the value of hard work in order to prosper. Even though Port Tobacco is no longer a port, it's still a thriving tobacco center. The harbor may have filled in, but the soil is still rich for growing tobacco. In fact, the soil and climate of Southern Maryland and the Eastern Shore are suited better for tobacco than any other crop.

The Bordley's settled in Maryland over one hundred years ago. Our fathers and grandfathers planted tobacco and became rich because of it. England and other parts of Europe were home to many of our ancestors. Shouldn't we continue to trade tobacco with Europe and not with the West Indies that wants wheat?

Wheat! We do not have the proper tools or knowledge to grow wheat here. We are tobacco country.

Some colonists say that the Revolutionary War keeps us from trading with Europe. True, trade is down because England is the enemy, and how can you trade with an enemy? However, the world wants to smoke our tobacco. Smoking is the rage of fashion across the Atlantic, and it is considered the most relaxing of habits. Oh, yes! They will buy tobacco as they never did before, once the war is over.

Gentlemen, we must increase our export of tobacco, not wheat. Let's not forget that in the past tobacco has created our great wealth.

THE MERCHANTS OF ANNAPOLIS

My name is **Andrew Carl**. It used to be Andre Carl, but that was back in France. When I came to the United States, I decided that if I were to become a part of a new land, I should have a new name that the Americans could easily pronounce.

I worked long hours on the tobacco docks until I could start my own small shipping company. Now I am one of the city's leading merchants. That is why you should hear my voice today, gentlemen.

We all know that Annapolis is the trade capitol of the Chesapeake. Our city was built upon the tobacco trade, and we should not change this. Like myself, many of the leading citizens of Annapolis are tobacco planters and merchants. We should certainly follow their wishes since it is their wealth and position that helps make us so great.

I have not been in Maryland as long as many of you, but I am truly a Marylander. For over one hundred years tobacco has been Maryland's traditional crop. We should follow tradition. And, while I am speaking of tradition, our regular overseas markets are the tobacco merchants of England and the rest of Europe. Once this war is over we should return to tradition and trade with them.

Many farmers in other colonies produce wheat, but the southern area of Maryland is one of a few areas that grows tobacco. We have the climate, we have the soil, and we have the advantage in tobacco – not in wheat.

Thank you for hearing this French-born merchant who only wants our fair city and people to prosper.

THE WHEAT FARMERS OF FREDERICK

My name is **Johan Schultz**. Unlike most of you gentlemen here today, my heritage is not British. Nor am I very wealthy. My parents came here from the farming regions of central Europe. They moved to the farming region of western Maryland near Fredrick and began to grow wheat. Maryland's wheat is highly demanded in the West Indies. As a result, our farms and fields have grown in number and yield. We are on the edge of great prosperity.

Today I have heard many of you speak about the past and tradition. We must stop this talk of the past and think about the present and the, future. The British have captured most of the tobacco ships sailing to Europe. If we send any more ships in that direction, we could lose them too. Can any of you merchants afford that?

Let us take the safe course of action. By sending wheat to the West Indies through the port of Baltimore, we can avoid having so many ships captured and losing so much cargo. My home, the Monocacy River Valley around Frederick, is an excellent wheat-growing area. We can grow more and more wheat for the increasing demands of the West Indies' market. It is the crop of the future.

I beg of you, gentlemen. Listen to an humble farmer who foresees greater prosperity for Maryland. All we have to do is ship more wheat safely through Baltimore to the West Indies.

THE MERCHANTS OF BALTIMORE

Good day to you all, gentlemen. My name is **Ramsey Chase** of Baltimore. I am a proud Marylander, but I am also in the business of making money, not losing it. I deal in buying and selling wheat. As a wheat merchant, I am happy to have played a role in Baltimore's amazing growth. All of Maryland can benefit from that growth, if you will but listen to me.

We cannot export tobacco to Europe while the war continues. Why should we continue to grow tobacco and lose money because we cannot export it safely? We can make money now by selling wheat to the West Indies' sugar planters. Wheat ships can pass safely from Baltimore to the south, but tobacco ships leaving Annapolis must sail across the Atlantic. Those tobacco ships are too often seized or destroyed by the British. Let us face the facts, gentlemen.

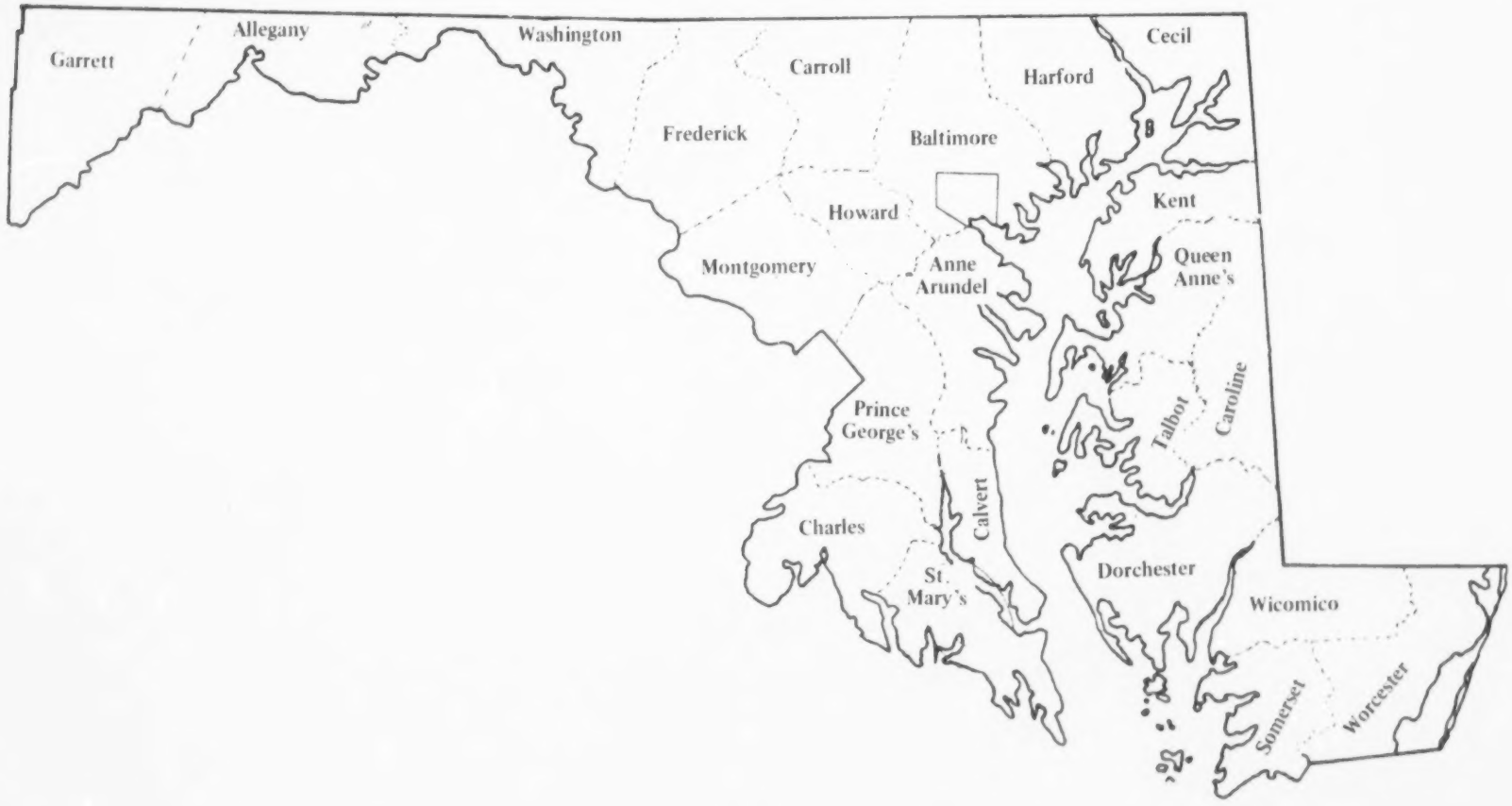
The port of Baltimore is large and can handle more ships filled with Maryland wheat. Baltimore is close to the wheat fields of the Monocacy Valley which has fertile land for wheat growing.

The world's population is growing, and all people need to eat. Not everyone smokes tobacco! This is a great opportunity for us to increase our importance in the markets of the world. When the Revolution is over, we will be able to sell wheat also to the Europeans.

As I said before, I am in the business of making money, and so are you. Let's do the wise and profitable thing. That is, gentlemen, grow wheat, and ship it from the port of Baltimore.

Again, good day.

MAP OF MARYLAND



MARYLAND'S PORTS – A MAJOR EVENTS TIMELINE

DIRECTIONS: Read Student Resource 2.5 and 2.6 Match the correct date to the events below and place the correct letter in the space provided.

_____ 1. 1700

_____ 2. 1740

_____ 3. 1770

_____ 4. 1780

_____ 5. 1790

_____ 6. 1790

_____ 7. 1814

_____ 8. 1816

A. Baltimore was the fourth largest city in the United States.

B. Maryland tobacco trade declined while its wheat trade flourished.

C. Annapolis was declared as Maryland's only port of entry.

D. Baltimore clippers were used in South American wars of liberation.

E. Maryland led the United States in shipbuilding.

F. Tobacco was grown in large quantities in southern Maryland and on the Eastern Shore of the colony.

G. The British attacked Fort McHenry.

H. Maryland wheat trade with the West Indies contributed to the rapid growth of the port of Baltimore.

MARYLAND'S PORTS – A MAJOR EVENTS TIMELINE (ANSWERS)

F 1. 1700

H 2. 1740

C 3. 1770

B 4. 1780

A 5. 1790

E 6. 1790

G 7. 1814

D 8. 1816

THE GROWTH OF BALTIMORE

The use of tobacco had become popular in England and the rest of Europe during colonial times. By 1700, England and the rest of Europe received most of their tobacco from plantations on the Eastern Shore and southern Maryland. Annapolis became the major port in the state involved in this trade. Through Annapolis passed the tobacco exported to Europe and the supplies imported by the Maryland plantation owners.

Sugar became another important product in Europe during the 18th century. By 1740, the English and other Europeans demanded sugar for sweets and tea. Large slave plantations in the West Indies began to grow sugar for England and the rest of Europe. However, these West Indian plantations lacked food, especially wheat.

Marylanders began to answer the need for food in the West Indies. The Monocacy River Valley around Frederick was the best and closest wheat growing area to the West Indies. Wheat from the Monocacy Valley was exported through the port of Baltimore. Because of its trade with the West Indies, Baltimore grew rapidly in population, wealth, and importance.

By 1770, the government of Maryland, was still controlled by the large tobacco planters of southern Maryland and the Eastern Shore. These tobacco planters resented the growing wheat trade and wealth of Baltimore. They declared that Annapolis was Maryland's only official port of entry. They tried to halt the growing trade through the port of Baltimore, but they failed to do so.

The War of Independence (also called the American Revolution or the Revolutionary War) played an important part in the growth of the port of Baltimore. By 1780, the tobacco trade from Maryland to Europe was largely stopped by English warships.

While tobacco trade from the Annapolis port declined, wheat trade to the West Indies from the port of Baltimore flourished. Many tobacco planters, unable to sell their tobacco during the war, started to plant wheat and corn. They sold these crops to the plantations of the West Indies and to General Washington's army. As a result, Maryland's contribution to the war effort was so great that General Washington commented: "The supplies granted by the state [Maryland] are so liberal that they remove any apprehension of want."

The events of the Revolutionary War contributed to Baltimore's growth as a port and to the decline of Annapolis as Maryland's largest port. By 1790, Baltimore had grown from a small village to become the fourth largest city in the new American nation.

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THE BALTIMORE CLIPPERS

BALTIMORE CLIPPERS ARE WELL KNOWN

Clippers were deliberately planned and built for fast sailing. Indeed, the word "clipper" sometimes means a person or thing that moves quickly. The Baltimore clipper was a speedy type of sailing ship, designed and built by shipbuilders along the Chesapeake Bay.

From about 1750 to about 1815, Baltimore clippers were widely known for several reasons. First, clippers played an important part in winning the Revolutionary War. Second, clippers carried almost all of Baltimore's overseas commerce during the years when the city was growing into a leading seaport. Third, clippers captured or destroyed more British shipping during the War of 1812 than any other kind of ship. Baltimore clippers, therefore, played an important part in the growth of our state and nation.

THE NEED FOR A FAST VESSEL

During much of the 18th century many European countries were at war. These fighting nations found they needed imported food and supplies from the British colonies in North America. However, vessels trading with warring nations always risk capture or destruction. Shipowners, therefore, began searching for a ship fast enough to outdistance the enemy.

Maryland and Virginia shipbuilders developed such a vessel. For years small boats, called Bermuda sloops, had been bringing the products of the West Indies to the Chesapeake Bay. Marylanders had long admired the speed of the Bermuda sloops. Now, using the basic design of Bermuda sloops, Chesapeake Bay shipbuilders developed the larger boat called the Baltimore clipper.

EARLY USE OF CLIPPERS

From 1750 until 1775 a growing number of Baltimore clippers carried Maryland tobacco, grain, and pig iron to seaports in many countries along the Atlantic Ocean. Clippers brought back the products of those nations. As the use of the clippers increased, Maryland became the second largest shipbuilding center in the British-American colonies. Busy shipyards were located in Kent, Queen Anne's and Talbot counties. Several were situated along the Patapsco and West rivers, and still others were built at Annapolis. Cutting lumber and manufacturing sails, ropes, and iron fittings for the vessels also became important industries. In these ways the clippers helped Baltimore and Maryland to grow.

During the Revolutionary War, the thirteen British-American colonies had no navy to defend themselves against Great Britain's powerful fleet of ships. To protect the ships, many United States' merchants armed their vessels and attacked British ships.

THE BALTIMORE CLIPPERS

Armed clippers were known as privateers. A number of Maryland owned clippers were used as privateers. These ships proved to be very maneuverable in battle. With great success they attacked British merchant ships, capturing some and destroying others. Usually the clipper could outrun powerful warships, and overtake any merchant ship.

For a few years after the United States had won independence, the world was at peace. Use of the clippers declined. Then in Europe a series of wars began that lasted for 25 years. During most of this time the U.S.A. was the largest neutral nation interested in shipping. Therefore, its vessels began carrying European commerce. Again the Baltimore clippers became important. By 1790 Maryland led the nation in shipbuilding. So many clippers sailed from Baltimore that it became known as the "Queen of the Chesapeake Bay". Other ports along the Bay, such as Annapolis, Hampton Roads, and Norfolk once had rivaled Baltimore. Now they had fallen far behind. Indeed, Baltimore was the fourth largest city in the nation.

CLIPPERS AT THE HEIGHT OF THEIR FAME

In 1812 the United States declared war on Great Britain. Shipowners from New Hampshire to Louisiana flooded Maryland shipbuilders with orders to build clippers. Toward the end of the war, however, the British successfully blockaded the Chesapeake Bay. Some shipbuilders moved their activities to other sections of the nation. Yet, they continued to build ships of the clipper design. By late 1814, clipper-type ships were transporting or carrying most of the U.S.A.'s foreign trade.

During the War of 1812 the U.S.A. again had to prepare merchant ships as privateers or emergency warships. These privateers – almost all of them clippers – captured or sank 1700 British merchant ships. Baltimore privateers captured or damaged 556 British ships. Because so many privateers sailed from Baltimore, the British attacked the city in 1814. The British defeat in this battle was described in a patriotic poem written by Francis Scott Key. Set to music, it became known as "The Star Spangled Banner" and became our National Anthem.

Following the War of 1812 the need for speedy ships was gone. Other types of ships could carry much more cargo and make more money for their owners. The day of the Baltimore clipper in European and the United States' waters suddenly ended. Yet, nearly 100 years later some features of its design were used in boats.

THE BALTIMORE CLIPPERS

CLIPPERS HELP WIN SOUTH AMERICAN INDEPENDENCE

In South America the Spanish and Portuguese colonies began fighting for their independence. In 1816 agents of these colonies began hiring Baltimore clippers, along with their officers and crews, to war against Spain and Portugal. About seventy Baltimore clippers were employed for service in the Spanish-American Wars of Liberation. Manned by skillful crews and daring captains, they captured or sank many Spanish and Portuguese merchant ships and warships. Clippers helped the rebelling South American armies to capture Spanish or Portuguese-held towns on the seacoast. Clippers also carried the war to European waters by blockading harbors in Spain and Portugal. The nations helped most were Uruguay, the part of Venezuela that later became Colombia, and a small country that is now included in Argentina.

THE CLIPPERS DISAPPEAR

During the 1820s and 1830s about twenty of the clippers fell into the hands of lawless officers and crews. Some of them hoisted the black flag and became pirates in the West Indian islands. Others, smuggling slaves into the nation, sailed between Africa and ports of the southern United States. Both of these activities were illegal, and finally these vessels were captured or destroyed.

For nearly seventy-five years, then, the Baltimore clipper was the leading type of American vessel. During that period it made important contributions to the growth of Maryland and the United States. Then, overtaken by progress, it gave way to other types of vessels.

Focusing Questions

1. What are three reasons for the Baltimore clippers' fame between 1750-1815?
2. Why did the European countries want fast ships during the 18th century?
3. What successes did Maryland clipper ships have during the Revolutionary War?
4. What role did the clippers have during the War of 1812?
5. Why did the demand for clipper ships in Europe and the United States decline after the War of 1812?
6. How did the clippers help win independence for several South American countries?
7. What led to the final decline of the Baltimore clipper?
8. Why is the Baltimore clipper an important part of Maryland and American history?

MAJOR FEATURES OF THE 20TH CENTURY PORT OF BALTIMORE

DIRECTIONS: Match the numbers of the following international facilities along the port of Baltimore with their locations found on Resource 2.8.

THE PORT TODAY

1. Bethlehem Steel
   Buffalo Tank Division:

   Liberty and Victory ships were built here between 1941 and 1945 for use during World War II.

2. Weyerhaeuser Corporation Atlantic Terminals:

   Toyotas, Nissans, and Subarus are among the cars unloaded here to be sold in Maryland and elsewhere along the east coast of the United States.

3. Maryland Shipbuilding and Drydock Corporation:

   The first containerized ship was built here. These ships were built to haul goods in huge metal containers. The containers themselves were mounted on axles and wheels to become trailers pulled by large trucks.

4. Port Covington Marine Terminal:

   The coal from western Maryland is loaded here onto ships for export to Europe.

5. Banana unloading pier:

   Over 8,000 bunches of bananas per hour from Central and South America are unloaded here for sale in Maryland and elsewhere in the United States.

6. Fort McHenry:

   The famous battle to control Baltimore during the War of 1812 took place here.

7. The old immigration docks:

   Many of the immigrants entering Maryland during the early twentieth century first entered the state through these docks.

8. The Domino Sugar docks and factory:

   Raw sugar from Central and South America is unloaded, processed into refined sugar, and sold in grocery stores throughout Maryland and the United States of America.

MAJOR FEATURES OF THE 20TH CENTURY PORT OF BALTIMORE

9. The McCormick Spice Company:

   Spices from around the world, from all-spice of the West Indies to cloves from Tanzania, are imported here to be processed, packaged, and distributed to grocery stores throughout Maryland and the United States of America.

10. Harborplace:

    Goods from around the world may be purchased at this famous shopping mall along Baltimore's Inner Harbor.

11. The World Trade Center:

    The International Visitors' Center, the Baltimore Port Authority, and other major offices connected with Maryland's international trade are located here.

12. The National Aquarium in Baltimore:

    Fish and other aquatic life, along with plants and animals from around the world, may be seen here along Baltimore's Inner Harbor.

13. Conrail's Coal Pier:

    Coal from Maryland and Pennsylvania is loaded onto ships for export at this pier.

14. Sea-Land container terminal:

    Containerized truck trailers are loaded and unloaded here to transport goods by highway across the United States of America and by ships across the world. This pier was the first in the port to handle containerized cargo.

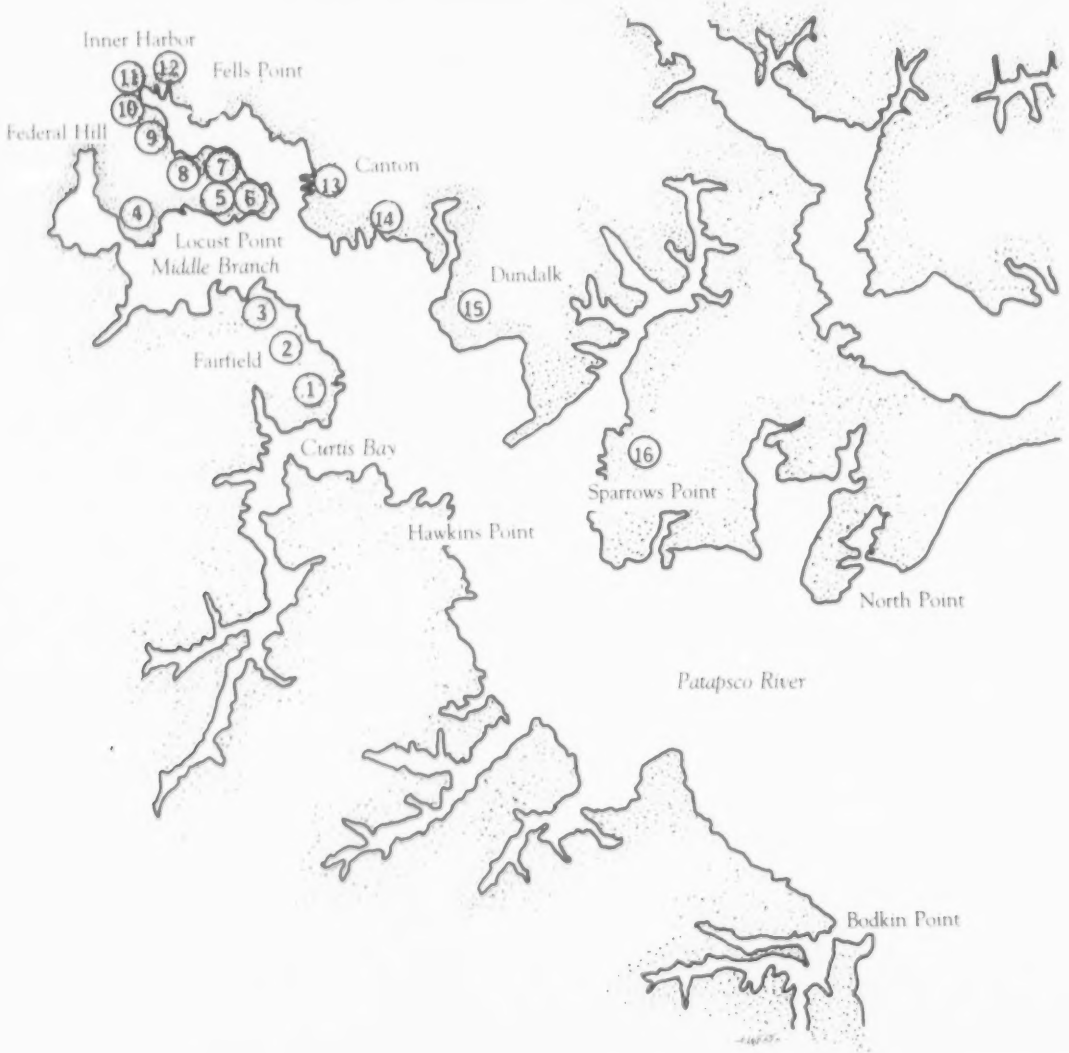
15. Dundalk Marine Terminal:

    Early seaplanes called "flying boats" were built here in the 1930s by the Glenn L. Martin Company (now Martin Marietta Company).

16. Bethlehem Steel Plant and Ship Building Yard:

    Since 1891, over five hundred steamer ships have been built at this Sparrows Point location. The Bethlehem Steel plant is also one of the largest in the world.

20TH CENTURY PORT OF BALTIMORE MAP



welcome immigrants

I. CONTENT

In this unit students will examine one of the most international influences on Maryland today – Maryland immigrants. Prior to the 20th century voluntary and forced immigrants from Africa, Asia, and Europe came to settle in Maryland. In recent years the state has received immigrants from Central and South America as well. Three facets of the immigrant experience in Maryland are explored:

Reasons for emigrating from the home country,

Problems of adapting to the new country, and

Impact of immigrants on Maryland's culture.

II. OBJECTIVES

Students will:

1. Describe reasons people have immigrated to Maryland.
2. Discuss adaption problems faced by immigrants.
3. Identify common problems experienced by immigrants in adapting to life in Maryland.

III. VOCABULARY

adaptation
anti-Semitism
emigrant
ethnic
immigrant

IV. SUGGESTED ACTIVITIES

The following suggested activities are included in this unit.

ACTIVITY A: Why People Immigrate

ACTIVITY B: Adaptation – A Problem for Every Immigrant

V. STUDENT RESOURCES

The following materials are included in the student resources section at the end of this unit:

Student Resource 3.1	Immigrants in History
Student Resource 3.2	The Story of a Maryland Immigrant: Gustav Brunn
Student Resource 3.3	The Story of Maryland Immigrants: Boris Blekham and Rafael Chikvashvili

Student Resource 3.4	The Story of a Maryland Immigrant: Jimmy Wu
Student Resource 3.5	The Story of a Maryland Immigrant: Chi'Tang Du
Student Resource 3.6	The Coal Miners of Western Maryland
Student Resource 3.7	Immigrating and Adapting: A Worksheet

VI. REFERENCES

Nugent T. "A Chinese Conflict: Szechuan *vs* Canton," *The Baltimore Sun Magazine* (March 4, 1987), pp. 10-11, 27, 29-30.

Shane, Scott. "Soviet Immigrants Strive to Feel at Home." *The Baltimore Sun* (June 4, 1984), pp. cl, c9.

Sollins, Helen and Aberbach, Moses. "The Baltimore Spice Company...Interview with the Brunn Family," *Generations* — The Journal of the Jewish Historical Society of Maryland (June 1982).

ACTIVITY A: Why People Immigrate

OBJECTIVES

Students will:

1. Describe reasons people emigrate.
2. Discuss adaptation problems faced by immigrants.

TEACHING PROCEDURES

Distribute Student Resource 3.1. Ask students to use the context clues to define immigrant and emigrant. Ask students to record the definitions on the student resource.

To understand the reasons for immigration, ask class groups or individuals to research the groups identified on resource 3.1. The class findings should be recorded on the student resource.

Divide the class into five groups. Each group should represent one of the persons or groups that immigrated to Maryland. Distribute Student Resource 3.2 through 3.6 to the appropriate group. Each group should also receive a copy of Resource 3.7 which provides guide questions to accompany the readings (resources 3.2-3.6).

Each group should make an oral presentation to the class and explain the reasons their assigned immigrant group or individual came to Maryland. After each presentation, the class should fill in the answers to the appropriate questions on Resource 3.7. Students should keep the resource sheet to complete Activity B.

ACTIVITY B: Adaption – A Problem for Every Immigrant

OBJECTIVE

Students will identify common problems experienced by immigrants in adapting to life in Maryland.

TEACHING PROCEDURES

Again, distribute Student Resources 3.2 through 3.6. Students should use the resources to identify and record information on adaptation problems faced by selected Maryland immigrants. Ask students to suggest possible causes for the problems identified and to propose solutions. Student responses should be recorded on Student Resource 3.7.

As additional activities have students examine further the immigrant experience in Maryland by:

Researching their family geneology.

Inviting recent Maryland immigrants to share their experiences with students.

Determining the geographic settlement pattern of Maryland's immigrants and illustrating that pattern visually.

Reporting to the class on services available in the local community to assist immigrants in adapting to a new culture.

Identifying the cultural contribution of Maryland immigrants in your local community.

Planning an international festival highlighting the food, dress, language, customs, entertainment, and traditions of Maryland's immigrants.

IMMIGRANTS IN HISTORY

DIRECTIONS: 1. Read the following information about immigrants/emigrants.

2. Use context clues in the reading to define immigrant/emigrant. Place the definition in the space provided.

3. Again, read the information on the immigrant/emigrant groups below. List reasons each group found a new place to live. (Use classroom and library resources for additional information.)

IMMIGRANT/EMIGRANT GROUPS	REASONS FOR IMMIGRATING/EMIGRATING
1. The Aztecs **emigrated from** what is south-western United States today to central Mexico to establish the Aztec Empire in 1400 A.D.	
2. The English Puritans **immigrated to** Massachusetts in 1620 A.D. aboard the Mayflower.	
3. The English Catholics under Lord Baltimore **immigrated to** Maryland in 1634 A.D.	
4. Afro-Americans **emigrated from** the southeastern United States during the 20th century to settle in the northern and western regions of the country.	
5. Latin American people **immigrated to** the USA during the 20th century because their individual rights were limited.	

VOCABULARY

A. An **immigrant** is _____

B. An **emigrant** is _____

THE STORY OF A MARYLAND IMMIGRANT — Gustav Brunn

The Baltimore Spice Company was founded in 1939 by Gustav Brunn, a German Jew. His story, as well as that of his son Ralph, was told during an interview in 1982 by Helen Sollins and Moses Aberbach for the Jewish Historical Society of Maryland.

Gustav Brunn (GB) — (father)
Ralph Brunn (RB) — (son)
Helen Sollins (HS) — interviewer
Moses Aberbach (MA) — interviewer

GB: I was born in a small village in Germany in 1893. As was customary, after I completed school, I went into apprenticeship. I started my own business in 1919 dealing in animal skins, casings, and spices. In 1938 my family and I immigrated to the United States.* Since I was in the spice business in Germany, I tried to find a job here with a spice company, McCormick and Company. Mr. McCormick promised me a job right away and took me to his chemist in the laboratory. However, my English was very bad at that time, and I was there only about three days when this man said, "You don't understand English." He then fired me.

RB: Let me clarify this. My father had been in the spice business in Europe, much like here, also making seasonings which he sold to the sausage industry (that is, sausage-makers, or in the larger cities, to meat-packers). McCormick was not in that type of business, and Mr. McCormick, realizing this, hired my father to make sausage seasonings for meat-packing industry. He was dismissed because of the anti-Semitic feeling at the time at McCormick's. The fellow who fired my father was named Long.

GB: After I left McCormick's, I looked for another job but didn't find anything. It was a bad time then, 1939, a lot of unemployment. I then rented a second floor, on Market Place in Baltimore, across the street from the wholesale fish market.

They gave me a cheap price on it, and I installed this little mill, which is displayed now out in our lobby. First of all, I didn't know anything about the United States — what to plan or what to make here. So I went from one wholesale grocer to another. Then I came to B. Green & Company, existing today as wholesale grocers on a much larger scale.

Old Berney Green of B. Green & Company was very nice to me. I asked what spice sold for here, and he showed me packed pepper, ten pound boxes and thirty pound pails. He informed me what he had to pay for it and which people were buying in spices.

THE STORY OF A MARYLAND IMMIGRANT – Gustav Brunn

RB: It should be said that my mother, likewise, worked very hard every day as well. When my father went out selling, she remained behind. She took care of the office, e.g., bookkeeping and billing. She also worked physically in the plant. She did this everyday until 1949 when I entered the business fulltime.

HS: Were you the salesman, too?

GB: Yes. I didn't hire anyone. I was the grinder. I was the laborer. I was the salesman – everything in one person. But I had good help with my wife and my boy.

RB: The beginnings were hectic. First of all, when you think of selling today, you talk about visiting customers. My father did this all over the greater Baltimore area. Of course, he could not afford an automobile so, when he couldn't walk, he used the streetcar for 10 cents. He wrote up his orders, came back to the store, and then delivered the merchandise. I remember one time when my father had sold about fifty pounds of black pepper to Spevak, the meat plant in Baltimore, on Central Avenue, I took the 50 lb. drum (I didn't weigh much more than that myself) rolled it down the street, lifted it on a bus, and for 5 cents got it to Central Avenue. Then I rolled it three blocks down the street and walked home. In doing so I saved 20 cents! That's how we started.

MA: How many hours did you work?

GB: Every morning we started at 5 o'clock and quite often we went to work dead tired. We walked home at 10 p.m.

HS: How many products do you have in Baltimore Spice today?

RB: We have a computer that lists over 16,000 different products that we manufacture.

MA: How many employees do you have now?

RB: In the United States we employ well over 300 people. There are four factories in the United States and three abroad–in Santiago, the Dominican Republic; San Jose, Costa Rica; and Akko, Israel. In addition, industries ask us to develop for them the seasonings that go into their products. For example, Planters Peanuts produces a dry roasted peanut, which I believe everyone in the United States, and probably a good part of the world, knows. The seasonings used on these peanuts were developed in our laboratories.

***(footnote)** Germany in 1938 was ruled by the Nazi leader Adolf Hitler. Jewish families who stayed in Germany after 1938 were often sent to concentration camps and killed. Gustav Brunn escaped from Germany and settled in Baltimore, Maryland.

THE STORY OF A MARYLAND IMMIGRANT – Boris Blekham and Rafael Chikvashvili

In the 1800s and early 1900s, great numbers of Russian immigrants found their way to America. But, that was before the Russian Revolution and the rise of Communism. Then, for over fifty years, emigration from Russia practically ceased, that is until the early 1970s. At that time, Soviet (or Russian) authorities began to allow Russian Jews to apply for emigration, and thousands arrived annually on our shores.

In 1979, the peak year for this wave of emigration, 32,000 Soviet Jews came to the United States, and 677 of them settled in Baltimore. Few have been allowed to emigrate since then, but Baltimore still has a Soviet Jew population of over 1,600 people.

Applying for emigration from the Soviet Union can be a very risky step for Jews to take. They may risk losing their jobs and are sometimes shunned by friends and relatives who fear what the government might do to them. However, there are many who would leave the country if given the opportunity. Let's take a look at a few Soviet Jews who have taken those risks and are now proud to be called "Americans." Their experience was shared with the *Baltimore Sun* in 1984.

"It's impossible – how do you read it all?" thought Boris Blekham when he picked up his first newspaper in the United States, the *Sunday, New York Times*.

The help-wanted ads were especially surprising. The newspapers in Russia would never have a help-wanted section. In the Soviet Union the government chooses a persons' career.

The newspaper was just the first of many surprises in the United States for Boris Blekham.

Soon after his arrival in New York, Boris moved to Baltimore. He is now an engineer in the radiology department of the world-famous Johns Hopkins Hospital. He says, "I was lucky – so interesting a job and so famous a hospital." He is also the head of the Jewish Union of Russian Immigrants (JURI), a local self-help group. Nekha Rabinovich, Boris' mother, also emigrated from Russia and lives with her son.

She is a retired Leningrad attorney who speaks little English. She admits that the older Russian Jewish immigrants came to America to provide greater opportunities for their children, not for themselves. Nekha Rabinovich confided, "It's very hard." Adjusting to America has not been easy for the older immigrants. Still, America is home.

Rafael Chikvashvili taught at the Tbilisi University in Georgia, a Soviet Republic where he was born. He wrote a textbook about mathematical logic, but the government wouldn't publish it because Rafael was Jewish. Shocked that such things could happen to him, in 1976 he emigrated from the Soviet Union.

THE STORY OF A MARYLAND IMMIGRANT – Boris Blekham and Rafael Chikvashvili

Rafael's first job in the United States was teaching business mathematics at a small Baltimore college. In the Soviet Union, teachers are highly respected and dignified figures. Students dress formally and stand when the professor enters the room. When Rafael entered his classroom in the United States, the students were dressed casually and didn't seem to notice him. "'They went right on chatting, walking around, combing their hair," he recalled.

Rafael had to overcome other disappointments and language obstacles to adjust to a new culture and to feel like an American. In 1978 to help other Soviet Jews feel at home, he founded the Jewish Union of Russian Immigrants (JURI). JURI offers counseling, financial support for food, housing, medical care, and other needs of an immigrant family for as long as three months.

Today, Rafael is planning manager for an insurance company based in Baltimore. He lives in his own house in Pikesville with his wife and daughter. He has truly made the United States his home.

JIMMY WU – THAT'S WHO!

"We're eating out tonight, kids. What will it be – Chinese, Italian, or Mexican?"

Does that sound familiar? It probably does since so many Americans enjoy ethnic dishes. Taco Bell and Pizza Hut are among several national restaurant chains that serve ethnic foods.

Many American cities have at least one restaurant that is a local landmark. In Baltimore one of those special establishments has long been the New China Inn. The owner, Jimmy Wu, was so popular that the restaurant was often simply called "Jimmy Wu's."

Today the restaurant is called Szechuan Gourmet, but the legacy of Jimmy Wu and his business will live in the minds of Baltimoreans for a long time to come.

Jimmy Wu's story shows that by hard work, education, and helping others, immigrants gained acceptance and prosperity in the United States.

In the early 1900s, Jimmy Wu arrived in the United States from the southern region of China called Canton. Like most other Cantonese, Jimmy came from the working class. (Cantonese workers were the people who worked in laundries and built the railroads in the United States.) He spoke only Cantonese and had no cash when he arrived in Baltimore.

Jimmy went to work in the kitchens of Baltimore's Chinatown Cantonese restaurants, laboring twelve to fourteen hours each day. He enrolled in City College of Baltimore to help master his new language and to learn the skills and culture he would need to prosper. He worked, and he saved. By the 1950s, he owned the China Inn. This was the most well-known restaurant in Baltimore.

It would have been easy for Jimmy Wu to have settled into a life of luxury and enjoyment of his hard-earned wealth. However, Jimmy felt he should help other Cantonese who immigrated to Baltimore. He was one of the few local Chinese who could read and speak English. Jimmy helped his neighbors relate to the rest of the non-Chinese community. With his assistance other Chinese immigrants could make business transactions or buy property. They could enroll in schools to learn English and "American culture." They could learn also the system of money and investment so that their businesses could grow. Jimmy helped make the adjustment for other immigrants easier than it was for him.

Chinese immigrants still arrive, adapt, and achieve in our country. Today, many Chinese immigrants arrive from the island of Taiwan. Other Chinese immigrants arrive from the northern region of the People's Republic of China.

JIMMY WU – THAT'S WHO!

Today there are new people and new problems, but the challenge to adjust and achieve still remains the same. Today's immigrants, like Jimmy Wu, must adopt a new American lifestyle.

If you are asked to name an immigrant who long ago was a good role model, you could certainly answer, "Jimmy Wu – that's who!"

THE STORY OF A MARYLAND IMMIGRANT – Chi'Tang Du

I came here because my country was occupied by communist. They cause trouble to families who worked under the old regime. I also don't like communist because they force me to study politics and love communism. I don't like to serve communist army to invade the other nations.

At first I feel that American people don't like me, including a few friends in school. I try to understand them and their culture. They are not friendly to me like I want.

In school I have a lot of difficulties, but thanks to the help of my teachers and friends, I have less trouble now.

Most Vietnamese people who came here to help American people understand the Asian culture, that is made up of European and Asian cultures. This is something new they can contribute to American life.

Please note: Unedited version as written by a Maryland high school student.

THE STORY OF MARYLAND IMMIGRANTS – THE COAL MINERS OF WESTERN MARYLAND

Western Maryland was one of the last regions of our state to be settled. Before 1800, the region was thinly populated by farmers mostly of German descent and hunters and trappers. However, when coal was discovered in the state's Appalachian region, settlers flocked to the area to mine the coal for heat and power. The iron industry and the development of the steam engine made the demand for coal great. By the late 1800s miners from Great Britain began to greatly outnumber German immigrants.

In Great Britain, a leader of Scottish and English miners urged his followers to sail to the United States and the coal fields of Western Maryland. His name was Alexander McDonald. He felt that his miners might be able to acquire land in the coal regions and eventually become farmers. Mining was dangerous work that often resulted in accidental deaths from cave-ins or diseases that resulted from breathing the coal dust.

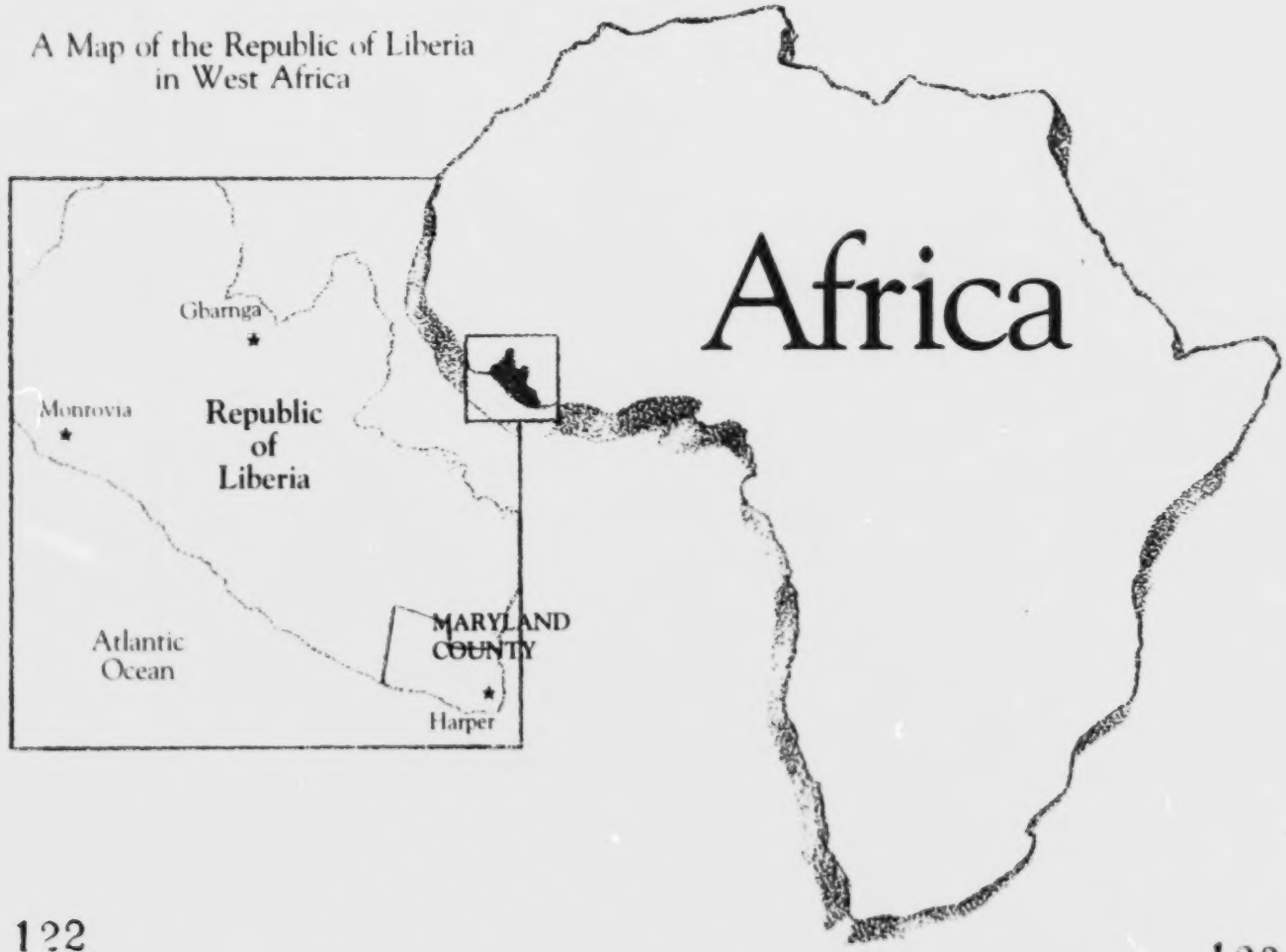
The miners worked long hours in cramped tunnels and very dirty conditions. So, naturally, they might have dreamed of becoming farmers. However, most of the immigrants found that their future and that of their children was to be in mining coal.

Most German immigrants who entered the United States through the port of Baltimore after the Civil War were headed for the far lands of the Middle West. However, some did stop in Cumberland or around the mining towns to farm since the Middle West seemed so far away.

Even today, Western Marylanders reflect a bond between their ethnic heritage and their occupational heritage. Those with mining roots are largely tied to Great Britain. Most farmers of Western Maryland traced their ancestry to Germany.

IMMIGRATING AND ADAPTING

WHY THEY IMMIGRATED?	WHAT PROBLEMS THEY FACED?	WHY THE PROBLEMS OCCURRED?	HOW THE PROBLEMS WERE OR MIGHT HAVE BEEN SOLVED?


A Map of the Republic of Liberia
in West Africa
Africa
Gbarnga
Monrovia
Republic
of
Liberia
Atlantic
Ocean
MARYLAND
COUNTY
Harper

MARYLAND'S WEST AFRICA CONNECTION

I. CONTENT

In this unit students will examine Maryland's role in the Back to Africa Movement of the mid-1800s. Maryland's participation in this movement created international ties with the West African Country of Liberia that continue today. While Maryland has traditionally welcomed immigrants to its shore, at one point during the 19th century Black Marylanders were actively encouraged to leave the state and the nation. Two facets of this episode in Maryland's past and the international ties it created are explored:

Maryland's pre-Civil War ties to the Republic of Liberia, Africa, and

The contributions of Maryland emigrants to Liberian society in the 19th and 20th centuries.

II. OBJECTIVES

Students will:

1. Examine Maryland's pre-Civil War ties to the Republic of Liberia.
2. Distinguish among the viewpoints of free Blacks, the abolitionists, and slaveowners on the issue of the founding of the Maryland Colonization Society.
3. Discuss the impact of Maryland immigrants on Liberian politics in the 19th and 20th centuries.

III. VOCABULARY

abolitionist
Americo-Liberian
chronological
colonization
coup d'etat
currency
emigrate
empathize
immigrants
native
slavery

IV. SUGGESTED ACTIVITIES

The following suggested activities are included in this unit.

ACTIVITY A: The Maryland Plan for Colonizing the Republic of Liberia

ACTIVITY B: The Americo-Liberians

V. STUDENT RESOURCES

The following materials are included in the student resources section at the end of this unit:

Student Resource 4.1 Emigration to Liberia: Few Marylanders Went for It

Student Resource 4.2 The Americo-Liberians

VI. REFERENCES

Baltimore City Public Schools. *Sister City Project: Gbarnga, Liberia and Baltimore* (Curriculum Resource Materials) 1979.

Campbell, Penelope. *Maryland in Africa: The Maryland State Colonization Society 1831-1857.* Urbana: University of Illinois Press, 1971.

Le Furgy, William G. "The Liberian Scheme" *The Baltimore Sun* (February 24, 1983): A17.

The Office of the Mayor, Sister Cities Program
(301) 396-1574

ACTIVITY A: The Maryland Plan for Colonizing the Republic of Liberia

OBJECTIVES

Students will:

1. Examine Maryland's pre-Civil War ties to the Republic of Liberia.

2. Distinguish among the viewpoints of free Blacks, abolitionists, and slaveowners regarding the founding of the Maryland Colonization Society.

TEACHING PROCEDURES

Tell students that in today's lesson they will role play four groups from pre-Civil War Maryland. During the role-play students will discuss the reasons for the emigration of free Black Marylanders to the Republic of Liberia. The groups to be role played are listed below:

abolitionists
slaveowners
Black Marylanders opposing emigration
Black Marylanders supporting emigration

Divide students into the identified groups. Distribute student resource 4.1. Ask students to read the resource sheet to identify reasons their group would support or would not support the Maryland Colonization Society's Back to Africa Movement.

Each group should prepare its argument for presentation to the class. A representative from each group should be selected to role play the group's position before the class. The role-play could be conducted in a debate format.

As a follow-up ask students to complete the focus questions on resource 4.1. Discuss student responses.

ACTIVITY B: The Americo-Liberians

OBJECTIVE

Students will discuss the impact of Maryland emigrants on Liberian politics in the 19th and 20th centuries.

TEACHING PROCEDURES

Review with students the pre-Civil War Maryland linkage to Liberia discussed in Activity A. Tell students that in today's lesson they will explore the impact of Maryland emigrants on Liberian society.

Display on an overhead projector or distribute student copies of a map of the Republic of Liberia. Use the unit cover for this purpose. Tell students that Maryland emigrants settled at Cape Palmas, Liberia in 1834. The Maryland colony which eventually became Maryland County was established in this area. Harper became the major city in this county.

Students could estimate the distance between Maryland and the Republic of Liberia. Students could compare the time it took to sail to the Republic of Liberia (at a speed of 3 miles an hour) in 1834 and the time it takes to fly to the Republic of Liberia today (at 500 miles an hour).

Tell students that when Marylanders arrived in 1834 they faced an unfamiliar climate and exposure to new diseases. The settlers had to adjust to their new environment.

Because physical environmental conditions in Maryland and the Republic of Liberia have generally remained constant over the years, it is possible to draw conclusions about the environmental conditions faced by Maryland emigrants in 1834.

Ask students to examine average temperature, rainfall, and vegetation maps for Liberia and Maryland. Based on this information, ask students to draw conclusions about the possible impact the Liberian environment had on the emigrants' ability to adapt to a new home.

Besides environmental issues the new settlers also had to learn about the indigenous Liberian population and adjust to their new home. The Maryland emigrants (Americo-Liberians) had to ask themselves questions such as:

How did they feel about leaving their old life in Maryland?

How did they feel about making a new life in the Republic of Liberia?

What did they fear most?

What did they look forward to most eagerly?

How did they feel towards the Liberians?

The indigenous population also had to learn about the Maryland emigrants. The Liberians had to ask questions such as:

How did they feel about the Maryland emigrants' settling on their land?

What advantages might they gain from cooperating with the Maryland emigrants?

What did they fear, if anything?

What disadvantages might result from having the Maryland emigrants stay in Liberia?

As an additional activity ask students to discuss personal experiences that may have generated similiar feelings such as a move to a new city or school or the addition of a new sibling to the family.

Refer to resource 4.2 to discuss the ways in which the Americo-Liberians influenced the course of 19th and 20th century West African history. Use the focus questions at the end of the reading to structure this discussion.

EMIGRATION TO LIBERIA: Few Marylanders Went For It

In pre-Civil War Maryland, a large number of Blacks were still held in slavery. All Blacks in Maryland during the 1830s, however, were not slaves. Out of the 153,932 Black Marylanders in 1830, 53,338 were free. Some of them were free because they purchased their freedom; some were freed by their owners; and still others had immigrated to Maryland from countries such as Haiti. Often free Blacks lived and worked in the towns and countryside of the state, but they had few rights and worked for very low wages.

Many Whites in Maryland during the 1830s did not own slaves. Some of these Whites were "abolitionists" who argued to have slavery abolished. Maryland's slaveowners feared slave rebellions such as the Turner rebellion in 1831. In Virginia, a slave named Nat Turner led approximately seventy-five Blacks in an unsuccessful rebellion that left sixty Whites dead.

The Turner uprising had two immediate effects in Maryland. The first was a frenzied fear that local Blacks would also rebel. A nervous letter sent to the mayor of Baltimore warned that free Blacks in the city were secretly practicing military exercises. Another writer went so far as to claim that Nat Turner himself was preparing to march on Baltimore to kill the mayor! (Thirty per cent of the approximate 53,000 free Maryland Blacks lived in Baltimore in the 1830s.)

The second effect was the increased interest in an emigration plan for free Maryland Blacks. A national plan to encourage free Black emigration to the Republic of Liberia, Africa began in 1817. Under the leadership of the American Colonization Society, free Blacks across the country had emigrated.

However, by the Turner revolt in 1831, the American Colonization Society's efforts had not significantly reduced the free Black population in Maryland. To increase free Black emigration from Maryland, state supporters organized the Maryland Colonization Society in 1831 and acquired land at Cape Palmas, Liberia.

The Maryland Colonization Society's emigration effort appealed to many Maryland abolitionists and slaveowners. Some abolitionists supported the emigration movement because they viewed the former slaves' return to Africa as a solution to what was to be done with freed Blacks. Many abolitionists did not believe that freed Blacks could get equal rights in the United States.

Slaveholders viewed free Blacks as the greatest threat to the institution of slavery. They saw colonization as a way to reduce that threat.

EMIGRATION TO LIBERIA: Few Marylanders Went For It

Convincing free Blacks to emigrate was not easy. The Maryland Colonization Society attempted to persuade free Black volunteers through offers of free land, tools, and six months provisions (3 lbs. of meat, some fish, six quarts of bread, tea, one-half pint of molasses, rice, and palm oil).

These inducements did little to decrease skepticism. Many believed that the Back to Africa Movement was a scheme to strengthen slavery or a trick to sell Blacks back into slavery. A group of abolitionists and free Black Baltimoreans opposed to the emigration plan organized throughout the state to spread their views on the Back to Africa Movement.

After more than a 200 year history in America, some Blacks viewed the emigration effort as a "dishonorable discharge." They believed that destruction of slavery rather than colonization was the answer. They felt that Blacks remaining in Maryland would eventually receive equal rights. Persons who chose to emigrate were labeled as traitors to their race.

The Back to Africa Movement was not successful. Fewer than 1,200 freed Blacks in Maryland chose to emigrate. Freed Blacks wishing to emigrate had to meet specific requirements of the Maryland Colonization Society before departure. Documents such as legal proof of freedom and a marriage certificate, if married, had to be produced prior to emigrating. Departees were also required to get vaccinations against diseases and to take an oath promising not to use alcohol except in the case of sickness.

The first group of Maryland free Black emigrants arrived at Cape Palmas, Liberia in 1834 to establish the Maryland Colony. In 1861, the American Civil War brought a sudden halt to Maryland's and the nation's plan to relocate free Blacks in the Republic of Liberia.

However, Maryland free Black emigrants' influence on Liberian life continued far into the 20th Century. The emigrants' impact on Liberian society is discussed in the activities that follow.

FOCUSING QUESTIONS

1. How had many of Maryland's free Blacks gained their freedom?
2. Why did many slaveowners and abolitionists support the Maryland Colonization Society?
3. Was Maryland's Back to Africa Movement a "dishonorable discharge" for former slaves? Explain.

THE AMERICO-LIBERIANS

Many Marylanders or Americo-Liberians figure prominently in the history of the Republic of Liberia. Throughout the nineteenth and most of the twentieth centuries, the Americo-Liberians dominated Liberian politics.

The Americo-Liberians patterned their government on that of the United States and they also used United States dollars as their currency. The important government positions in the Republic of Liberia were held by Americo-Liberians.

Stephen Allen, born in Cambridge, Maryland was the second president of the Republic of Liberia. Daniel B. Warner, born on Hookstown Road in Baltimore County became the third president of the Republic of Liberia. He was elected in 1863 for two terms. During his administration, he established a Department of Interior and passed legislation that increased international trade. Warner also wrote the Liberian national anthem.

The Republic of Liberia was the only independent West African country to escape the colonial rule of the Europeans during the nineteenth and twentieth centuries. The Americo-Liberians and their strong ties to the United States helped to keep Liberia free from European rule.

The descendants of the Maryland colonists also dominated the economy of this West African country. Most of the merchants in the country were Americo-Liberians. Therefore other Liberian groups such as the Kru and Bassa had little control over the economy and few political rights.

The family of William Tubman, a former President of Liberia, dominated Liberian politics for most of the twentieth century. The Tubmans were decendants of the original Maryland emigrants to West Africa. Mr. Tubman visited the state of Maryland in 1954.

Under the Tubman leadership, Liberians were given political rights such as the right to vote in elections. Many were educated and held responsible positions in government. These changes, however, were not rapid enough for many Liberians. A bloody *coup d'etat* in 1980 ended the 133-year rule of the decendents of freed American slaves.

The *coup d'etat,* however, has not broken the historical and cultural ties between Maryland and the Republic of Liberia. Today the town of Gbarnga, Liberia, pronounced "Bonga", is a sister city of Baltimore, Maryland.

THE AMERICO-LIBERIANS

FOCUSING QUESTIONS

1. List examples of how Marylanders have impacted on Liberia.
2. On what political structure was the Americo-Liberian govenment based?
3. What political and economic rights did the Liberians have during most of the 19th and 20th century?
4. Why did the 1980 *coup d'etat* occur in Liberia?
5. What is an example of the continuing ties between Maryland and Liberia?

McCORMICK
PARSLEY
Marriott's
Hunt Valley Inn

I. CONTENT

In this unit students will examine Maryland's role as both home and host to multinational corporations. The activities are designed to heighten students' awareness through exploration of the extent to which multinational corporations influence the local community. Two facets of this influence are explored:

Maryland's multinational corporations, and

Foreign multinational corporation investments in Maryland.

II. OBJECTIVES

Students will:

1. Identify common characteristics of multinational corporations.
2. Locate international operation sites of three Maryland multinational corporations.
3. Identify foreign multinational corporations investing in Maryland.

III. VOCABULARY

affiliate
commercial
corporation
foreign
goods
home country
host country
industrial
international
investment
jurisdiction
logo
services
subsidiary

IV. SUGGESTED ACTIVITIES

The following suggested activities are included in this unit:

ACTIVITY A: Defining Multinational Corporations

ACTIVITY B: Mapping Maryland's Multinational Corporations

ACTIVITY C: Identifying Foreign Investment in Maryland

V. STUDENT RESOURCES

The following materials are included in the student resources section at the end of this unit:

Student Resource 5.1	Corporation Profile: Black and Decker Corporation
Student Resource 5.2	Corporation Profile: Marriott Corporation
Student Resource 5.3	Corporation Profile: McCormick Corporation
Student Resource 5.4	Defining Multinationals: What are Multinational Corporations?
Student Resource 5.5	International Firms with Facilities in Maryland, New or Expanded

Student Resources to be obtained by the teacher:

World Political Maps
World Atlas
Marking Pens or Pencils
Crayons
Bulletin Board or Poster Paper

VI. REFERENCES

Addresses and telephone numbers for more information about Maryland's multinational corporations and foreign investments in Maryland are listed below:

Black and Decker Corporation
701 E. Joppa Road
Towson, Maryland 21204
(301) 583-3900

Marriott Corporation
1 Marriott Drive
Washington, D.C. 20058
(301) 897-9000

Maryland Department of Economic and Community Development
45 Calvert Street
Annapolis, Maryland 21401
(301) 269-3566

McCormick Corporation
11350 McCormick Road
Hunt Valley, Maryland 21031
(301) 667-6000

ACTIVITY A: Defining Multinational Corporations

OBJECTIVE

Students will identify common characteristics of multinational corporations.

TEACHING PROCEDURES

To assist students in developing a definition of multinational corporations, divide the class into three Maryland multinational corporations – Black and Decker, Marriott, and McCormick. Distribute to each group the appropriate corporate profile (Student Resources 5.1, 5.2, and 5.3).

Make a transparency of the unit cover. Discuss the logos on the unit cover for each corporation with the class and review the vocabulary terms below:

multi	– many
host	– company operation site outside the home country
national	– activities related to a country or nation
corporation	– a business owned by many investors

As student groups review the corporate profile, ask students to complete the following:

1. What is the name of your corporation?
2. What are the products or services provided by your corporation?
3. How many people are employed by your corporation?
4. What countries host your corporation?

Students should select a "corporate executive" to report their group's answers to the class.

Based on each group's response to the questions, ask students to identify three common characteristics of multinational corporations. Assist the students in formulating a definition of multinational corporations that includes the common characteristics identified during the discussion.

To check and refine the class defination of multinational corporations, distribute Student Resource 5.4 for students to read and discuss. Students should record the definition of multinational corporations in their notebooks.

ACTIVITY B: Mapping Maryland's Multinationals

OBJECTIVE

Students will locate international operation sites of three Maryland multinational corporations.

TEACHING PROCEDURES

In preparation for completing Activity B, use an overhead projector to make an enlarged world outline map. Ask students to trace the enlarged images on to bulletin board paper. A map should be made for each multinational corporation group (3-5 students).

The number of corporate groups will vary based on class size. For less able students, the teacher may wish to complete the activity as a class or to structure the activity by continent or hemisphere.

STEP ONE — Assign student groups to a multinational corporation and distribute one copy of the appropriate corporate profile to each group (Student Resource 5.1, 5.2, or 5.3).

STEP TWO — Review with each group the international operation sites and products or services of the corporation found on the corporate profiles. Additional products or services could be added to the list. Note the international operation sites common among the multinational corporations.

STEP THREE — Distribute magazines, scissors, glue, colored paper, and coloring pencils or crayons to each group.

Ask students to cut out magazine advertisements or to draw a picture that represents a product or service provided by the corporation.

Students should have a product or service picture for each international operation site. For less able students, limit the number of international sites located.

Ask students to assign a number to each picture that matches the number of the international operation site listed on the corporate profile.

STEP FOUR — Ask students to make a number key. List on the key the corporation's international operations sites and the products or services pictures to be placed on the map.

Select an appropriate title for the key. Save the key to attach to the completed map.

STEP FIVE — Distribute a large world outline map and a student atlas to each group. Assist students in locating each international operations site for the corporation.

Ask students to place a product or service picture at each site. For small countries, ask students to draw an arrow from the picture to the map location.

STEP SIX — Ask students to select an appropriate title for the maps; attach the number key; and display the completed maps on the wall.

ACTIVITY C: Identifying Foreign Investment in Maryland

OBJECTIVE

Students will identify foreign multinational corporations investing in Maryland.

TEACHING PROCEDURES

To identify selected international companies with facilities in Maryland, distribute Student Resource 5.6. Discuss with students the following:

1. How many companies do you recognize?
2. What kind of service or product does the company provide?
3. How many countries are represented?
4. Does this chart include all the international companies with facilities in Maryland?
5. In what Maryland jurisdictions are the companies concentrated?
6. Which companies are in or closest to the jurisdiction in which you live?

To locate the selected foreign-based companies on a Maryland map, complete the following:

STEP ONE — Assign a number to each of the companies listed on Student Resource 5.6. Distribute a map of Maryland. Use Student Resource 2.4 in Unit Two of *Maryland And Your World* page 15. Title the map: "International Companies Invest in Maryland."

STEP TWO — Locate on Student Resource 2.4 the Maryland jurisdictions with international companies and place the assigned company number at that location.

(You may wish to add to and update the map by asking students to identify additional companies that are foreign-based in their jurisdiction.)

STEP THREE — Assign a color to each of the countries listed on Student Resource 5.6 (six different colors will be needed). Shade in the Maryland map with the appropriate color.

Students could interview local company representatives to find out why Maryland was selected as an international operation site. Assist students in developing a list of interview questions.

Students could also write business letters requesting corporate reports. Published annually, these reports contain corporate information including statistics, graphs, and pictures.

As an additional activity, students could develop projects designed to encourage foreign countries to locate in or enlarge existing facilities in their jurisdiction. Students could highlight attractions of their local area that would interest potential foreign investments.

Activities illustrating similiarities between the local area and the parent country of selected international companies could be developed as:

- TV Advertisements
- Slide-Tape Presentations
- Video Tapes
- County Fair Booths
- Skits
- Puppet Shows
- Filmstrips
- Brochures
- Scrapbooks
- Tour Guides of the Local Area

CORPORATION PROFILE: BLACK AND DECKER CORPORATION

Founded: 1910

Headquarters: Towson, Maryland

1986 Sales: $2 Billion

Operation: Black and Decker is a world leader in the power tool industry. **Products Manufactured:**

1. Household products–for cleaning, lighting, and home security; for food and beverage preparation; for garment and personal care.
2. Power tools–portable; bench and stationary; car care and automotive; decorating; hobby.
3. Accessories–attachments or special features for tools or appliances.
4. Outdoor products–hedge and lawn trimmers; edgers, electric mowers; chain saws; and others.

Black and Decker provides **service** in the form of parts, repair, and maintenance in over 260 company-operated service centers around the world.

Scope of Operation:

1. Manufacturing plants are located in North America, South America, Europe, Asia, and Australia.
2. There are 26 plants located worldwide.
3. Black and Decker stock is owned by almost 18,000 people.
4. Black and Decker employs over 22,000 employees.

International **Operation Sites** by country:

Australia	Mexico
Brazil	New Zealand
Canada	Singapore
England	Spain
France	Switzerland
India	West Germany
Italy	Yugoslavia

Black and Decker **Products** You Might Know:

1. Cordless mixers
2. Cordless knives
3. Coffee makers
4. Toaster ovens
5. Hair dryers
6. Dust busters
7. Circular saws
8. Lawn mowers

CORPORATION PROFILE: MARRIOTT CORPORATION

Founded: 1927

Headquarters: Washington, D.C.

1986 Sales: $4.2 billion

Operation: Marriott has grown from a nine seat root beer stand called "The Hot Shoppe" in Washington, D.C. to become an international leader in lodging and food service. The following **services** are included:

1. Lodging – hotels, resorts, retirement communities, and cruise ships.
2. Food service – airline catering and inflight meal preparation; airport terminal food services; meal services to business, industry, health care, and educational institutions.
3. Restaurants – family restaurants, fast food chains, and highway restaurants.

Scope of Operation:

1. There are Marriott operations in 48 states and 27 countries.
2. Marriott is the largest operator of hotel rooms in the United States with over 150 hotels or resorts. Marriott hotels are worldwide.
3. Marriott provides airline catering at 65 airports around the globe.
4. Marriott's food service is available in 44 states.
5. There are 653 Restaurants in 15 states; 900 franchise units in 37 states and three foreign countries.
6. Marriott operates three luxury cruise ships.
7. Marriott stock is owned by over 28,000 people.
8. Marriott employs about 154,000 people worldwide.

International **Operation Sites** by country:

1. Australia
2. Barbados
3. Bermuda
4. Canada
5. Egypt
6. France
7. Greece
8. Jordan
9. Kuwait
10. Nethelands
11. Panama
12. Saudi Arabia
13. United Kingdom

Marriott **Services** You Might Know:

1. Marriott Hotels
2. Bob's Big Boy Restaurants
3. Roy Rogers Restaurants
4. Hot Shoppes Cafeterias and Restaurants
5. Sun Line Cruise Ships – three luxury cruise ships registered in Greece and sailing the Mediterranean and Caribbean Seas

CORPORATION PROFILE: McCORMICK CORPORATION

Founded: 1889

Headquarters: Hunt Valley, Maryland

1986 Sales: $873 million

Operation: McCormick has grown from a one room and a cellar "factory" to become one of the world's leaders in producing flavors, spices, and extracts. The company's agents actually travel to every corner of the world to acquire the raw materials for the flavors so familiar to us.

Products Manufactured and Services:

1. Markets, manufactures, and distributes seasoning, flavoring, and food products to retail stores; food service for restaurants; concessions and food franchises; and food processors for companies that prepare convenience food such as frozen pizza or cake mixes.
2. Markets and manufactures plastic bottles and tubes for food and personal care products.
3. Provides real estate services by developing, leasing, and managing business communities.

Scope of Operation:

1. Products are distributed in 84 countries.
2. Products are processed at 58 facilities around the world.
3. McCormick stock is owned by more than 8,000 shareholders.
4. McCormick employs over 7,000 people.

International **Operation Sites** by Country.

1. Australia
2. Brazil
3. Canada
4. El Salvador
5. England
6. Japan
7. Mexico
8. Singapore
9. Switzerland
10. United States
11. Venezuela
12. West Germany

McCormick **Products** You Might Know:

1. McCormick brand spices (pepper, garlic powder, and cinnamon).
2. Tio Sancho Mexican foods (taco shells, taco kits, and enchiladas).
3. McCormick packaged mixes in envelopes (chili, spaghetti sauce, and gravies).
4. Cake Mate brand cake decorating and baking products (tube icing, candy decorations, and candles).
5. Schilling brand spices (on the west coast of the United States).
6. McCormick danish fried onions.
7. TV time brand popcorn.

DEFINING MULTINATIONALS: WHAT ARE MULTINATIONAL CORPORATIONS?

A variety of definitions exist for multinational corporations. These include:

DEFINITION ONE:

Firms with businesses in more than one country.

EXAMPLE:

Who doesn't love chocolate? The Nestle Corporation which is based in Switzerland has operations all around the globe to satisfy the world's sweet-tooth and to sell other products.

DEFINITION TWO:

Firms that search the world for productive resources, facilities, and markets.

EXAMPLE:

Chances are you have more than one product or appliance in your house with the brand label GE. General Electric is a corporation based in America, yet it has assembly plants on several continents. Like so many other multinational corporations, GE searches for the lowest-cost quality labor, areas rich in raw materials, and inexpensive building sites. It is truly an international firm.

DEFINITION THREE:

Firms whose business operation is not dependent on any one country.

EXAMPLE:

You might think, "What could be more American than Colgate toothpaste?" But did you know that about 60% of Colgate-Palmolive Corporation's sales are outside the United States? Many of Colgates customers and services centers are found in a variety of different countries.

DEFINITION FOUR:

Firms with a base of operations (headquarters) in a HOME country and other operations in HOST countries.

EXAMPLE:

The last definition is probably the best. A multinational corporation attempts to increase production and decrease cost in both the home and host country. This results in a profit. The home country is where the firm has its international headquarters. The host country is the international location of a company's factory, distribution or packaging plant. A smaller company owned by the multinational corporation is called a subsidiary.

Multinational corporations play an important role in the economy of the world's nations. In Maryland we are influenced by multinational.

INTERNATIONAL FIRMS WITH FACILITIES IN MARYLAND, NEW OR EXPANDED

Company	Type of Company	Jurisdiction/City	Home Country
Airpax Electronics Inc.	Electronic equipment manufacture	Dorchester/Cambridge	Netherlands
C.G.R. Medical Corporation	Assembly, installation, and repair of medical X-ray and scanning equipment	Howard/Columbia	France
Deckel Corporation	Sales, distribution, final assembly of precision/machine tools	Howard/Columbia	West Germany
Hermann Biederlack	Sales and blanket manufacture	Allegany/Cumberland	West Germany
Larox, Inc.	Sales and service of pressure filters and related equipment	Howard/Columbia	Finland
Otsuka Pharmaceutical	Research and development operation	Montgomery/Shady Grove	Japan
Panasonic Company	Regional headquarters, distribution center	Anne Arundel/Glen Burnie	Japan
Rietschele, Inc.	Manufacturing, sales, distribution and service and vacuum pumps and compressors	Anne Arundel/Hanover	West Germany
Subaru Atlantic, Inc.	Auto parts distribution, training and administration	Baltimore City	Japan
Terumo Medical Corporation	Research and development for medical products	Cecil/Elkton	Japan
Toshiba Medical Systems	Regional sales office for medical equipment	Howard/Columbia	Japan

*Partial List (1981-1984)

Source: Maryland Office of Business and Industrial Development

INTERNATIONAL EDUCATION

FEED BACK SHEET

MARYLAND AND YOUR WORLD CURRICULUM FEED BACK

Please complete the following:

1. Respondent's position: _____

2. Number of years teaching: _____

3. Grade(s) curriculum used: _____

4. Student ability levels: _____

5. Was the curriculum integrated with the existing program? YES ____ NO ____

6. Did you teach all the units? YES ____ NO ____

   If not, which one's did you teach?
   Explain: _____

7. To what degree was the curriculum useful in helping students' understand Maryland's linkage to the global community? Very Little _____ Moderate _____ Great Deal _____

8. General Comments: _____

Please return to:

Margaret Holiday-Crews
Division of Instruction
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Thank you